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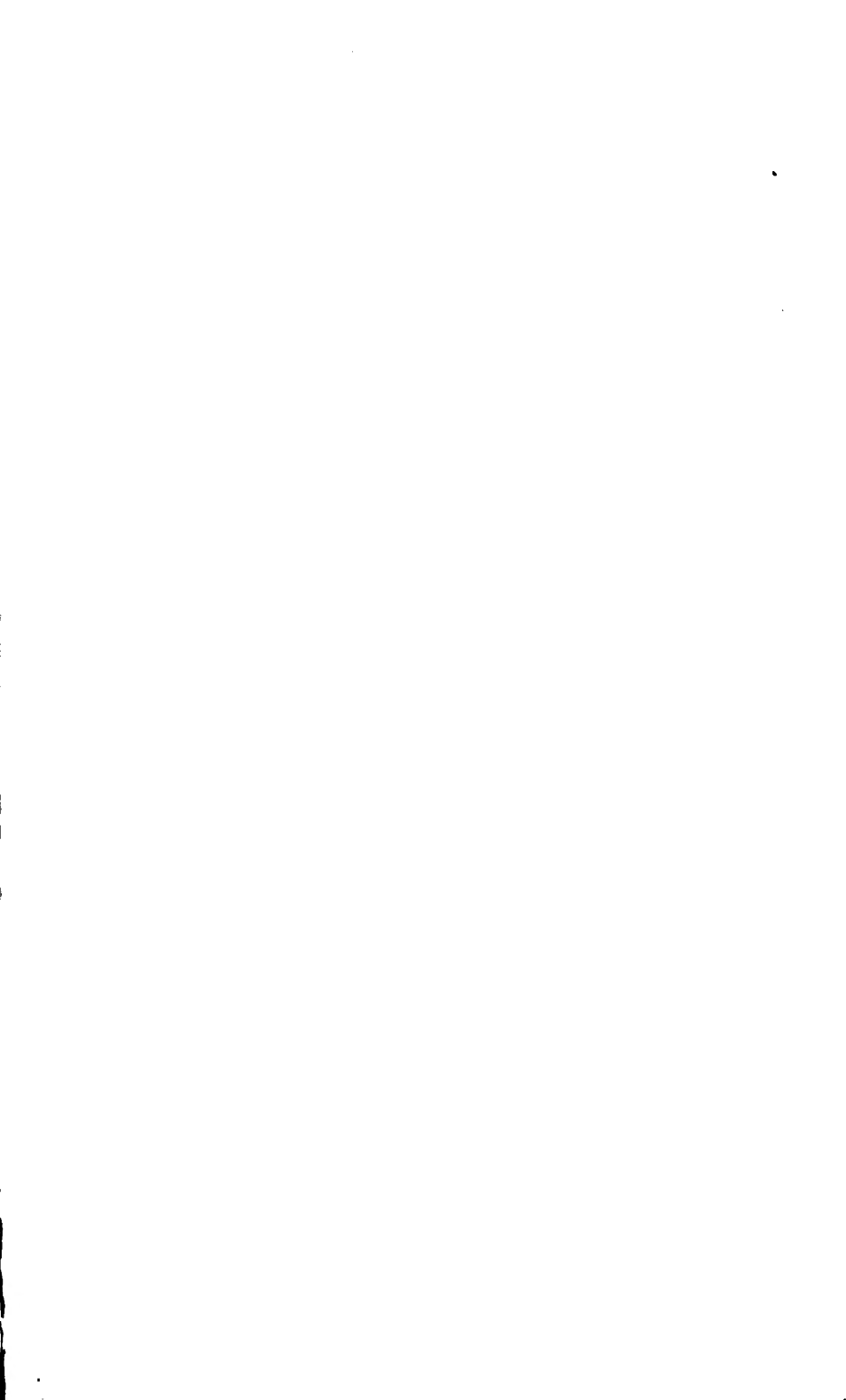
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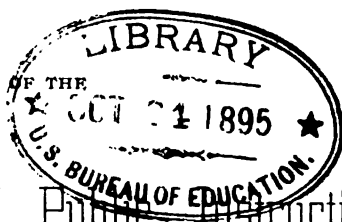
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INTERMITTENT SPRINGS.

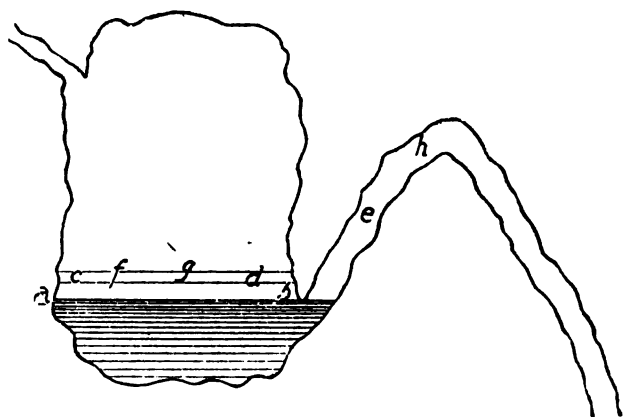
W. C. GARRETSON.

Usually, when a discovery has been made, many are surprised that it had not been made before and frequently accuse themselves of stupidity for not having made the discovery themselves.

After reading Mr. Hoffman's article in the November JOURNAL, many "Hoosier schoolmasters" have doubtless felt a little blush of shame for having allowed him to be the first to discover so apparent a defect in our long accepted theory of intermittent springs. Mr. Hoffman has certainly made a discovery of great consequence in having discovered that there is something to discover. As to the new theory, however, we think there is a better one than that which he has given. We do not think it necessary to entirely discard the old theory but only to call attention to one factor in the process of the intermittent spring which seems to have been overlooked and add to the already familiar explanation. It scarcely seems possible that this factor should have escaped the notice of such men as Humboldt and Guyot, but there is certainly no evidence of their using it in the explanation of the phenomenon.

The reservoir is a closed cavity, receiving no air except

through the siphon when it is empty. This is a fact that we have forgotten when attempting to illustrate with cans and tubes; for we have always used an open vessel for the reservoir. When the water in the cavity has closed the mouth of the siphon, it is clear that the air above that level is imprisoned, and if the water rise higher, the imprisoned air must be subjected to pressure and forced into smaller space. Let us suppose that the normal air pressure is fifteen pounds to the square inch at the level a b. This pressure, we all know, requires a column of water thirty-three feet high to balance it; or, in other words, one pound of air pressure is equal to the weight or pressure of a column of water a little more than two feet high, say two feet for purpose of illustration.



When the water reaches the line a b, the air pressure in the siphon and the reservoir are the same, and if an outlet be made at that level, there would result a constant outflow equal to the inflow. But being an outlet at that level, the water is forced to rise in the cavity thereby causing an increase of the interior air pressure, while it remains constant in the siphon.

Suppose that a rise of one foot increases the air pressure two pounds. If the air pressure in the reservoir and siphon remained the same, as in the case of the open

can, the water in both would be just one foot above the line a b, but the two-pounds increase of pressure in the reservoir necessitates an additional four feet of water in the siphon to balance it. Hence, when the water in the reservoir stands at c d, one foot above a b, it must stand four feet higher in the siphon or five feet above a b at e.

Since the imprisoned air is already considerably compressed, the next six inches of water will probably make as great an increase of pressure as the first foot. This additional six inches in the reservoir, then, will require an additional four feet and six inches in the siphon to balance it. The pressure in the reservoir is now nineteen pounds to the inch, while it remains fifteen pounds in the siphon. By reference to the diagram we find the water has just reached the flowing point in the siphon.

Now, all water that flows into the cavity is subjected to nineteen pounds pressure or four pounds more than the pressure in the siphon. Let us suppose that the entrance pipe has a caliber of one square inch. When it has forced into the reservoir two linear feet, or one pound of water it has also overcome the four pounds extra pressure. Thus the one pound entering the cavity exerts a force of five pounds which can only be balanced by the displacement of five pounds or five times its volume in the siphon.

But here a new condition arises. Instead of having to support a column one inch square ten feet high, or one five times as large two feet high, the five pound force pushes five pounds of water over the highest point of the siphon, keeping it full as it does so. The water pushed over no longer depends upon pressure for its onward movement but with its own weight becomes an active force in driving out the air from the outer arm of the siphon and seeks its own freedom at the mouth. After the column of water in the outer arm is sufficiently great to overcome the air pressure of fifteen pounds, it tends to break away from the column in the inner arm and

thus creates a vacuum between. But as there is no longer any air pressure to overcome in the siphon, the entire nineteen pounds pressure in the reservoir is left without an opposing force and not only prevents the occurrence of a vacuum but also exerts a positive force in expelling the water from the outer arm. This force is exerted in a diminishing degree until the water has reached the level a b, at which time the admission of air to the siphon restores the condition of equal pressure and the flow ceases until the conditions above described have again been restored. It will be observed that the water in the reservoir does not rise to the level of the highest point in the siphon but only to the height where the increased pressure will be sufficient to drive a column of lighter water over that point. It will also be noticed that up to that point a gradually increasing force and a constant one have been opposing each other. Suddenly, the constant force is overcome and a new force, the weight of the water in the outer arm, begins to act in conjunction with the remaining one. This exposes to us another fault in our long accepted explanation, viz., that the siphon must be of larger bore than the entrance pipe. So long as the column in the outer arm outweighs the supported column of the inner arm, the siphon will pour out the water faster than an entrance pipe of equal size will admit it, unless the water in the entrance pipe is itself under pressure. This would be true even in the open reservoir but to a much greater degree when the reservoir is closed, in which case the expansive force of the compressed air is added to the weight of the water to facilitate the outflow.

If the foregoing explanation is correct, still another fact is made evident. The bend in the siphon does not necessarily occur before the highest level of the reservoir is reached but may be far above its highest point. The higher the bend the greater the pressure produced and hence a much larger siphon may be set in operation at

the overflow than if the turn was made at a lower level. The phenomenon of the intermittent spring which has so long been regarded as easy of explanation seems to have developed a degree of complexity entitling it to more careful investigation.

MONTICELLO, IND., Nov. 11, 1893.

CITIZEN-MAKING.

MARY E. CARDWILL.

The true end of all schools maintained at the public expense is the making of good citizens. Everybody is supposed to know this as a theory and every public school is supposed to give it practical demonstration. Its very triteness is probably the greatest obstacle in the way to the modern, advanced methods of carrying it out.

The public schools have been allowed to exist largely because of a vaguely understood belief in the danger of the uneducated to the republic. Many persons have an almost superstitious faith in the power of the three R's to prevent crime; hence, the necessity for a special education in social duties has been slow in gaining general recognition. The new methods embody the idea that the work of the public schools is, before all else, to give children a direct training in the principles of ethics, economics, sociology and civics. It has taken years of discussions, apparently vain as to practical issues, to reach the present wide acknowledgement of special instruction in morals in the public schools.

The question no longer is, Shall moral training be given? but can it be given and if so, how? Educators are of one mind in regard to ethics or theory of morals, as a practicable part of a school curriculum. "We can teach ethics," they say, "just as we teach geography or arithmetic, but will it lead to good morals or practices?"

Professor Palmer, in a recent *Forum* article, makes a good point when he says: "The boy as soon as born is adopted unconsciously into some sort of moral world. While he is growing up and thinking of other things, habits of character are seizing him. By the time he comes to school age he is incrustated with customs." The inevitable influence, for good or evil, of social environment is too true. It is to meet the possible danger from home life and surroundings that the demand for free public or state kindergartens is made so urgent. Citizen-making outside of the public school begins with the awakening of a child's reason, when he feels the first vague stirrings of his moral sense. Citizen-making by the public schools should logically begin at the same early period. If a kindergarten were a part of every public school, the question "Can moral conduct be taught?" would, it is safe to say, come to be asked for the last time.

The subject of moral training, however, at present applies to schools in which the pupils are, as a rule, less than six years of age. Are any of these children, the youngest ones in particular, so confirmed in their habits that ethical teaching will be of little or no avail? Few would venture to say, or to willingly believe that such is the case. If children of six years of age cannot be led through moral enlightenment into right ways of thinking and acting, of what use are the multiple efforts constantly made for the moral good of older people?

The idea of teaching morals as geography, arithmetic and grammar are taught has been called fantastic; it is difficult to understand why. Mathematics and grammar are learned by rules and practical examples, yet a knowledge of them does not always make expert mathematicians and grammarians. Nor do frequent failures in results lead any one to advise discontinuance in these studies. The experience of every day proves that, to a certain limited extent, mental and moral ideas are gained

in much the same way, often at the same time, from the same cause and with equally good practical results. It cannot be too often or too strongly insisted upon that the aim of intellectual, as well as purely moral culture, is character.

Simple, easily understood text-books on ethics in the hands of earnest, intelligent teachers, will give to every child a knowledge of ethical principles. Plain definitions of lying and stealing and kindred vices, showing their injustice and meanness, made forcible by illustrations related by the teacher from actual occurrences will, in most instances, leave impressions upon the child's mind of their monstrosity. He will have a horror of them and recoil from them afterwards, even though he may finally yield to their temptations. In this work the emotions and the imagination of children, undulled by time, prove powerful auxiliaries for good.

Still better as appeals to the emotions and imagination are the indirect means which may be constantly and easily used to arouse or inculcate a child's love of the beauty and the appreciation and desirability of good conduct. Biographical sketches or lives of good men and women, healthy story books from which ethical lessons may be drawn, real incidents embodying heroism, integrity, unselfishness or some other moral quality afford most telling instruments for driving home moral truths. If to these the teacher adds the practice of always dwelling upon the ethical side of all knowledge, whether it be of literature, science or art, intellectual ideas of morality will be absorbed unconsciously by the children and inevitably leave some stamp upon their characters. The personal work of all good teachers through advice, correction and reproof, and more than all through praise and encouragement, is perhaps too much taken for granted and may be insisted upon here, as one of the principal parts of public school education.

Economics in its entirety is an abstruse and difficult

science, but its essential parts may be brought within the comprehension of the grammar school pupils, at least, and made interesting to them. Moreover, the fact that it is to a great degree the science of civilization, makes it possible to illustrate its principles by every day affairs, which will appeal directly to the reason of wide awake children. The theories and the laws of wealth can easily be acquired and enjoyed by almost the youngest child of school age. He can be told and understand of what wealth is composed and how it is naturally and honestly accumulated; and the mutual dependence of employer and employee can be demonstrated so plainly to him that in later years he cannot possibly be led blindly or ignorantly into the disastrous mistakes so prevalent in the conflicts between capital and labor. It is scarcely necessary to refer to industry and thrift as matters most imperative in connection with public school work or citizen making. The effectiveness of economic information as an equivalent for life's struggles is plainly apparent; compared in importance with manual training, now so widely approved of, it is like the supremacy of mind over memory, or the ability to think over the mere facility of storing up facts—both are good and mutually dependent; but the trained mind is the wisdom without which even great mechanical skill cannot be used advantageously.

More important than all is the permanently good effect upon personal character to be looked for from a careful instruction in economics. Young men and young women would, through it, learn their own possible value as factors in society. They would be shown that the choice rested with them whether they should be helps or hindrances in the world's work. The whole trend of what is usually considered a dry, mechanical science, may be thus made a stimulant to the most noble and vital characteristics—manliness, womanliness, self-respect, self-reliance, patience and courage.

Sociology is so closely connected with economics on the one hand and civics on the other, and is so wholly almost a matter of morals, it scarcely needs a separate provision in a school curriculum. The courtesies of life and family ties and duties may, perhaps, be brought under this head. The special instruction demanded might best be given in the form of lectures.

The specific duty of our American citizen is to take an active, responsible part in the affairs of government. The American citizen is a sovereign, he is a power whether he wishes to be so or not; whether he acts or forbears to act in politics, the consequences are sure to be of importance, perhaps of vital importance, to his municipality, state or country. An American citizen who is not politically intelligent is a logical absurdity, an anomaly. He simply cannot perform properly the duties of American citizenship. Corruption in politics is attributed for the most part to ignorance; it is not, however, always or necessarily, a lack of intellectual culture, but chiefly an ignorance of civics, and moral blindness in respect to civic duties. No other explanation will serve to excuse otherwise good and intelligent men from evading their responsibilities as voters. In all grades of society, moreover, men with right intentions, through ignorance of political science, are victims of the sophistries of demagogues, and a source of positive danger to the state. Surely nothing is so clearly the work of state schools as the fitting of future citizens for a wise exercise of their political duties.

Civics as a science is now taught in many high schools. It should be universal as a required study in all high schools and in an elementary way in lower schools. Instruction can be given in a way to make it stimulating and vital, by supplementing text-books on the constitutions and historical reading with lectures, the study of current topics, debates on political matters and sham elections by way of practical illustrations. But in every

method one high object should be ever in the teacher's mind—to inculcate in the pupils the greatest of virtues, patriotism.

Finally, it may be said that in these special studies alone, the intellectual and spiritual qualities involved are sufficient to bring about the highest aim of all schools—the production, primarily, of thinking, reasoning, self-respecting men and women, fit citizens for a great republic.

NEW ALBANY, IND.

THE VALUE OF LITERATURE IN MORAL TRAINING.

[Abstract of Paper by President DeGarmo, of Swarthmore College.]

Moral training as now practically realized in the public schools rests principally upon the inculcation of maxims of moral conduct and their enforcement by authority. This system leaves a gap which literature is well calculated to fill. Under the most rigorous system of authority there is still room for much moral badness that can not be reached by this means. A child may, for instance, be harsh or even cruel in his treatment of animals or other children. He may be greedy, surly, selfish, discontented; he may be obscene in his language, and a pollution to the whole neighborhood. The traditional minister's son often illustrates this fact. When the child becomes a man, he may give way to one after another of a whole catalogue of vices; he may, for instance, become a tyrannical husband and father, a worthless or injurious citizen; and yet from infancy to manhood never suffer seriously from the retribution of violated law. An additional danger is that when authority is relaxed the habits it has established may give way, and the child surrender to the dictates of a bad disposition. Thus the widow's son may become a comfort or a heart-breaking sorrow to his mother.

The chief defect in our present system seems to lie in the feebleness of its influence upon the ideals and disposition of the child. This is in many cases left to accident, whereas much might be done through literature in all cases. The present tendency to give moral lessons from little books on ethical instruction is an exaggerated form of the old method of inculcating maxims, and must be pronounced inadequate. It tends to a premature, abnormal self-consciousness on the part of the child, and does not fill the gap that now exists.

Now, since all moral ideals are portrayed in literature in such a form as to attract the sympathetic interest of the child toward the good, and to arouse his antipathy to the bad; since literature is also perfectly adapted to all stages and phases of mind from the kindergarten to the university, treating each topic as an ethical whole, employing the most fascinating flights of the imagination, and giving the child the constant opportunity of passing disinterested moral judgments upon all sorts of situations, it is, as it seems to me, the most perfect of existing instruments for developing a happy, generous, unselfish disposition in children, and for giving them the most true, vivid and concrete ideals of ethical conduct.

The literature open to us is of two kinds, one showing a mechanical requital for deeds, often emphasizing the negative idea of retribution; the other showing the larger group of social pleasures one may enjoy through the renunciation of selfish enjoyments associated with ethical actions. The latter is far more likely to arouse sympathetic interest in the higher thought, to develop the disposition along desirable lines. The use of literature employing the more mechanical and negative kinds of requital for good and evil should be restricted in amount and confined largely to early grades. Fables stand at the bottom of the list, since they deal with moral ideas purely from the utilitarian standpoint. Virtue pays a larger dividend than its opposite. Then come fairy tales

and folk stories, which begin to introduce purely moral motives. After these there is a large body of literature that dwells upon the more individual phases of conduct. Such are the stories of ancient heroes as told in Hawthorne's Wonder Book, Homer's Iliad, Odyssey, or such modern books as Little Lord Fauntleroy, which shows the beauty of unselfishness. After this there is an immense mass of literature that reveals in gradually broadening prospect the relations of the individual to the various institutions of society. Sailor stories, for instance, show the devotion of the individual to the ship, or the little community of which he forms a part. Indian tales of the right kind show the defense of the home against the savage. Robinson Crusoe develops the economic instinct of the child, while such books as Tom Brown at Rugby give him many concrete illustrations of manliness at school. We may thus rise by a series of easy gradations to the great masterpieces of modern times, of which Shakespeare's dramas must ever take the lead in portraying the ethical relations of individuals to all phases of institutional life.

O-U-G-H.

Let the school teacher write in a column on the black board the words *plough, through, cough, hiccough, rough, though, lough*. Then read the following verses to the class, pointing to each of the written words as he comes to it and pronouncing it as the puzzled Frenchman did. The moral will be as obvious as the mirth, and a difficult spelling lesson will be learned incidentally.

I'm taught p-l-o-u-g-h
 Shall be pronounced "plow,"
 "Zat's easy ven you know," I say.
 "Mon Anglais I'll get through."
 My teacher say zat in zat case
 O-u-g-h is "oo,"
 And zen I laugh and say to him,
 "Zees Anglais make me cough."

He say, "Not coo, but in zat word
O-u-g-h is 'off.'"

Oh, sacre bleu! such varied sounds
Of words make me hiccough.

He say, "Again mon friend ees wrong!
O-u-g-h is 'up'

In hiccough." Zen I cry, "No more,
You make my throat feel rough."

"Non! non!" he cry, "you are not right—
O-u-g-h is 'uff' "

I say, "I try to speak your words,
I can't prononz zem though!"

"In time you'll learn, but now you're wrong,
O-u-g-h is 'owe.' "

"I'll try no more. I sall go mad,
I'll drown me in ze lough!"

"But ere you drown yourself," said he,
O-u-g-h is 'ock.' "

He taugt no more! I held him fast!
And killed him wiz a rough!

—*Charles Battell Loomis.*

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

FEBRUARY TWELFTH.

ABRAHAM LINCOLN.

Let us suppose we are going to close the story of Lincoln by the 12th, and on that day (or the Friday preceding) have exercises by the children commemorating his birth. If there is not time for a little history talk each day, and we can have only two or three talks a week, we will begin this story two weeks before the birth-day. On the specified Friday we may give after recess in the afternoon to the exercise by the children, summing up the main points that have been made.

The story of his life may be made into four parts—his life in Kentucky, his life in Indiana, his life in Illinois, and his life in Washington as President. He was born in Kentucky, and lived there until eight years of age, his childhood. He lived in Indiana from that time until he was twenty, his youth. His life in Illinois and Washington is the period of manhood. Such divisions make good places for closing lessons, and that makes the next lesson begin with his life in a new place. (This seems to be a division on a somewhat superficial basis, and some other division can be taken if desired.)

The story must be told by the teacher, but she should give the children opportunity to give points concerning the man, climate of the different places, products, means of travel now, our houses and their furnishings, etc. I will give the first period of Lincoln's life (that in Kentucky and the trip to Indiana) as I heard a young man tell it to a class of children of seven and eight years of age. I shall not put in all the questions he asked them at different places, and at certain places I shall indicate he did more than I have space for here.

"Have any of you very old grandfathers?" There were various answers. One child said her grandfather, she thought, was about eighty years old. "I am going to tell you the story of a man who was a little boy when Mary's grandfather was a little boy. In a little log cabin in Kentucky (a few questions) sat a poor, hard-working man named Mr. Lincoln. His wife sat by him teaching him to read. Just think; he was a grown man, and did not know how to read and to write! But he had not had a chance to go to school when he was a boy, and now he was trying to learn from his wife, who had managed to learn to read and to write and to work some simple problems in arithmetic. They had first eaten their dinner of corn-bread and bacon, and as soon as Mr. Lincoln had his lesson he went out to the few acres he had and worked his tobacco plants, for he tried to sell several

pounds every year. Some of his neighbors sold a very great deal, but they farmed more land. Mr. Lincoln had a very small farm, and he and Mrs. Lincoln did the work themselves, while one of his neighbors had a very, very large farm or plantation and negroes to do the farming for him. And he did not pay them for their work, either. All they got was what they ate and the few clothes they wore. If any one tried to run away, he had some large dogs which he sent after them. (More fully.)

About this time Mr. and Mrs. Lincoln had a baby boy whom they called Abraham after his grandfather who lived in Virginia. His name seemed so long that he was called Abe and even when he was a man people still called him Abe Lincoln.

When Abe was just a little boy he helped his father hoe the tobacco and corn and feed and water their two mules. His mother helped out of doors, too, as well as weaving cloth for Mr. Lincoln's and Abe's clothes.

Abe did not start to school when he was six as you do, for there was no school house within miles of his home. But his mother taught him just as she had taught Lincoln and Abe soon learned to read and write better than his father. Do you suppose they went to church and Sunday school on Sunday? No, they did not. There was no church for them to attend. In fact, Abe had never seen a minister till after he was eight years old when they moved to another place. But his mother, who was a very good woman, would tell him about God and about being good, and his father would try to read a little out of his Bible although it was very hard for him.

I wish you could have seen the house in which Mr. Lincoln lived. It was not at all like yours. It was a log house and a very poor one of that kind. There were many cracks between the logs where one could see out. It had only two small windows, not half as large as the windows in this school room. They did not have any stove at all, only a large fireplace in one side of the room.

(The teacher gave a good description of a fireplace.) But neither did the wealthy people have stoves at that time. They cooked their meals on this fire and warmed themselves there, too, for although they lived south of us yet it is quite cool there in winter time.

I don't know what you would think about their chairs. They were made by Abe's father and were not nearly so comfortable as our poorest ones are now. The backs were straight up and had two or three strips across and the seat was made out of strips of bark. (He explained this.)

But the queerest of all was their beds. They could not be moved because the walls of the house made a side and end of the bed. They were made by fixing a post five or six feet high where the corner of the bed would be in the room if the bed were set squarely in the corner. Then there were two poles going from this pole into the wall—one pole at the foot of the bed and one at the side. (The teacher explained fully.) They did not have springs to put their mattress on, so they put ropes from the poles to the walls opposite; these ropes crossed making squares about a foot each way. I said "mattress." What they had was not at all like the mattresses we have now. No, they had never even heard of such a thing. Theirs were not always filled with nice straw. More often it was filled with dead grass. Indeed, the bed was far from the comfortable one you sleep on every night.

But Mr. Lincoln did not make much money here, hardly enough to live upon, and when Abe was eight years old he thought he would go to a place in Indiana, about one hundred miles from where he lived. How do you suppose they went? (Answers from class.) Do you think they put all their household goods and mules and cow on a train and they themselves rode in such a comfortable car as we go in now? No, Mr. Lincoln did not go on a train. First, there were no such things in this

country then—when Mary's grandfather and Abe Lincoln were boys there were no such ways of traveling—and if there had been Mr. Lincoln was so poor that I am afraid he could not have paid to go that way. So instead he put a cloth top on his old wagon, the teacher explains fully, harnessed up his two poor mules that had hardly enough to eat, put into the wagon all the chairs, table and bedclothes, everything they had in the house, and the spade and the hoe and the old-fashioned plow he used in the field. Then they put in food to last them on their way, and finally his wife, children and himself. Everything he had in the world he had in that wagon, except his cow and mules, and they started to their new home, a hundred miles away.

Part of the way they had pretty good roads, but for great distances they had almost no roads at all. They wound around through great woods, following a poorly broken track, showing some one had gone that way before. When they came to small streams Mr. Lincoln drove right through the water, for there were no bridges. At night they would stop, make a fire by the road (the teacher explains how they made a fire by using a flint), and ate their supper and slept in the wagon. Abe enjoyed it all very much. He thought the trip was a delightful one. When they came to the Ohio river it seemed very wide and deep to them. It was the largest river they had seen. Here there was a large flat-boat on which they drove the team and the cow, and all crossed together. They did not go far after crossing the Ohio river into Indiana, but soon came to the place they selected for a home. Here a very sad thing happened to the Lincoln family, and especially sad to little eight-year-old Abe. I cannot tell you any more to-day, but see if you can find out what this was, and we will have another talk in a day or two."

In the next lesson take Lincoln's life in Indiana, making sure to bring out as many phases of his life as pos-

sible. After that take his manhood, and place great stress upon the incidents that led him to his stand on slavery. Only such points should be taken as can be simplified until the children get quite a little (at least) of meaning out of them.

For the Friday exercises the room may be decorated with flags. Place a picture of Lincoln on the wall, and two or three on the blackboard made by using a stencil. And here let me say that the stencils which a teacher can get so cheap are very helpful devices, and no teacher can afford to neglect these little things. Some child may give Lincoln as a boy, another Lincoln as a youth, and another Lincoln as a man. Or these may be divided up so there are two children to tell something of each. Then there may be recitations on Freedom, Slaves, Lincoln, etc., and patriotic and other appropriate songs.

The time to be given to such exercises should not be longer than an hour, with small children, but this short time will help to fix the main points that have been made in the last two weeks, and the fixing of points is always a large element in good teaching.

PRONUNCIATION OF HARD WORDS.

LESSON I IN PART II OF FIRST READER.

There are three distinct ways of pronouncing the hard words of the reading lesson (or any other lesson for that matter.) The one that requires least energy on the part of the teacher and child is that in which the teacher gives the pronunciation to the child and all that it is necessary for the child is to repeat what is told him.

A second way of teaching pronunciation is for the teacher to teach the diacritical marks and the child can then pronounce the words whether in reader or dictionary or on the blackboard if they are properly marked. This plan is very much better than the preceding.

A third way of teaching pronunciation is to lead the

child to see something old in the new word. He may recognize a complete old word or only part of one. This known part is the nucleus around which the rest of the word organizes itself. This plan of pronunciation is the best of the three. The child is required to master the new word without any outside aid whatever and he is better able to meet a new word than by either of the other ways.

Let us illustrate these different ways by using the first lesson in Part II of the Indiana First Reader. The new words, (or a part of them) are placed at the head of the lesson. They are *leave, named, Prince, horse, calls, apples, basket, soon*. According to the first plan, all the teacher has to do is to say "leave" and the child repeats it; the teacher says *named* and the pupil says "named." The pupil is supposed to be looking at the word in his book during this interesting exercise. Then the pronunciation of the words *Prince, horse, calls, apples, basket, and soon* follows. The exercise is short and soon over. If any teacher who has a child pronounce words after this fashion, will but watch his work in an unprejudiced way and try to determine just what the effects of such teachings are it, is quite certain he will try to devise better means to teach his pupils pronunciation.

The reader is quite well adapted for the use of the second plan suggested, as the words are already marked diacritically. All the marks used in this lesson have been taught except *oo* in *soon*. In the word *leave* the child gives the sound of *l* and of *e*; the teacher may tell him the *a* has no sound; then the child gives the sound of *v* and is told that the *e* has no sound. Or the teacher may put the words on the board and mark out the silent letters and pronounce the words from the board. The pronunciation of the other words is similar to this.

In this plan the child must attend to the work; he must get a good look at the word; he is reviewing the consonants and their sounds; he is learning the diacritical

marks, although he has no special use for them until he is ready to use the dictionary, which he does not need for some time yet and he is combining parts of words into wholes.

According to the third plan the diacritical marks are ignored; in fact, a teacher following this third plan has not taught any of them yet. The children examine this new word to see the largest part in it they have had before. In the pronunciation of the first word *leave*, they say they have had *ea* in *tea* and it said *e*. They put *l* before it and have *lea* (*le*); they put *v* after *lea* and give the correct pronunciation thus far. The teacher may tell them the *e* is just like the *e* in *ride*, *ripe* and *kite*, and has no sound of its own. In *named* they are asked for the largest part they know which is *name*. They know the sound of *d* and putting this with the known part they have it pronounced. In *Prince* they know *in*. If they are unable to put *Pr* before *in* and pronounce that they can put *r* first (*r in*), pronounce this, then put the *P* (*P-rin*) and pronounce this. They have had *ce* in *nice* and know the sound. They combine this with the *Prin* and have the completed word.

The next is the word *horse*. The old part (that which they know) is *or*. (They had *for* in the first part of the reader.) They put the *h* before the *or* (*h or*) and pronounce, then put the *s* and *e* at the end. They may infer the *e* here has no sound of its own as in *leave*, *ride*, *ripe* and *nice*. If they think it may have its own sound, let them pronounce it, sounding the *e*. The chances are they will not need to be told the point. This might also be said of the word *leave*.

The word *calls* is easy. The *all* is old. They have had *c* before *a* (in *cat*), and know its sound, and they know the sound of *a*. They combine these sounds with *all*, and have the word.

In the word *apples* there is no old part except the *le* (found in *little*, used in Part I) and the single letters.

With the *le* (or *l* sound) put *p* and pronounce; then *s* and pronounce. This gives *ples*. She may tell them the *a* has the sound it has in *rat*, and then combine with the *p*.

In the word *basket*, *as* is old. (The *a* in *basket* and the *a* in *as* are not the same, but near enough to get the general sound and pronunciation, and the teacher can then give the accurate sound of *a*.) The *b* is put before *as* and pronounced. The *et* in *ket* they have had in *pet*, and putting the *k* in place of the *p* they can give the whole word.

The last word is *soon*. This sound of *oo* is new. They have had *oo* in *good*, but that is the short sound. They might pronounce the *oo* as in *good*, then combine with *s* and *n*. They will probably see such a similarity to the right sound that they will give it correctly. If they should not the teacher must help them. Or the teacher may, in the beginning, tell them the sound of the *oo* and then combine.

This completes the list of new words at the beginning of the lesson. Some of the reasons why this kind of pronunciation is valuable are: the child must look carefully at the new words; he has a careful review of known letters and words and parts of words. The most important feature is that the child masters the new word through nothing outside the word itself, and has greater power over words wherever he sees them than if he used diacritical marks. The child is learning that it is the relation of letters that determines their sound, and not marks placed over them. To be sure he is not learning to use diacritical marks, for he has no use for them until he is ready to use the dictionary, which is two or three years from this time, and there is no necessity for learning these signs now, when he can master the main ones in two weeks when the time comes for their use.

If a teacher will look over the new words at the head of any lesson he will find some old part in most of them which will form a center around which the unknown

facts may be grouped and thereby be pronounced. In this way new words lose their terror, and the exercise of pronouncing them becomes a positive pleasure as well as a great benefit.

NOTED DAYS—PRIMARY HISTORY.

The biography work for children may be so arranged as to come in connection with the birthdays of noted men and other dates commemorating important events in our history.

In February, we have the birthdays of Abraham Lincoln the 12th, and of George Washington the 22nd. In March, there is the 4th, the inauguration day of the president of the United States. On April 9, occurred the surrender of General Lee to General Grant at the Appomattox Court House—the close of the Civil War. On the 15th of the same month President Lincoln died of the wound received the evening before. On May 9th John Brown was born and May 30th is Memorial Day. June 15th is Mrs. Harriet Beecher Stowe's birthday. In July the great day is the 4th but that is after our schools have closed for the year.

These are persons showing mainly the social and political phases of the people; to be sure, the educational, religious and industrial phases will be brought out in connection with each man studied, but the emphasis in each case is upon the slavery thread running through our national life, and the persons, except George Washington, cover about the same period.

If so desired, a line of inventors might be taken instead—such men as Watt, (unless only Americans are desired,) Morse, Fulton, Howe, Whitney and Edison. Or a literary line may be selected, as Longfellow, Bryant, Whittier, Mrs. Stowe and Howells. But if any one line is followed, the tendency is to give that phase of our life undue prominence. Especially will children begin to think that to be president, write a book or invent a ma-

chine, is the greatest thing a man can do according as the kind of men studied seems to show. Doubtless, a combination of these lines is better than either one separately, but in so far as possible make the work into a connected whole.

It is the purpose in a series of articles to suggest each month something of the nature of the work that may be done the month following on the social and political phase as indicated by Feb. 22, March 4th, April 9th and 15th, May 9th and 30th and June 15. This will not be done so fully that the teacher need not give any thought to it, for what would suit in one place may need many modifications to suit in another. But it will be done fully enough to indicate clearly the kind of primary history work that is in harmony with the subject itself and the development of child mind.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

"YES, AND NO."

At a recent teachers' association an expert pedagogue was put upon the witness stand to respond to queries from the audience. The frequent recurrence of the response "yes, and no" was striking. "Do pupils learn to do by doing?" "Yes, and no." "Do pupils learn to do by knowing?" "Yes, and no." That is, each is half a truth, of which the other is the complement. "Would you teach religion in the public schools?" "Yes, and no." "Is the study of fiction beneficial?" "Yes, and no." And so they went, with proper explanations in each case, showing that the real truth was to be found in a unity of the two, unless it depended on the sense in which the words are taken.

I suppose that since the world has the two hemispheres of being and non-being that the opposite of anything

may be affirmed. We may affirm that the leaf is green, and then deny it on the ground that it has absorbed the red rays and therefore is red. The molehill may be large, as a molehill, but small when compared to a mountain. Man is a worthless worm of the dust; true, but then he is the crowning glory of God's handiwork. One religious sect affirms one, and another the other. Where is the truth? Local self-government is the pride of the American people, but so is a strong central government. This strongest antagonism in American politics contains a truth larger than any one party but which has required both parties to realize. God is transcendent, says one; he is immanent, says the other. The conflict of the ages over this question was necessary to bring out fully the truth that he is both transcendent and immanent. A large part of the warfare of mediæval philosophy was over the question whether the *individual* or the *universal* is real—nominalism and realism—all at last to educate us to the conception that the real is the unity of the two.

The most potent method of thought, and therefore of teaching, is that of seeking the unity of opposites. The history of thought shows such to be the law of the development of thought in the human race. Therefore, such it must be in the individual. A duality first appears, and then a unity which cancels it. And against this new truth an opposite one arises; and after a sharp encounter their harmony is reached in a deeper truth. The history of education abundantly illustrates this movement. Form and system are good things, but some Colonel Parker comes along, and finds the schools dead with formalism, and shows in strong contrast its opposite; all of this, after yet more struggle, to give us the higher truth of freedom in system. Men who set and hold off such extreme opposites are called cranks; and properly, for the world could not turn without them. And here it is again; what shall we say of the crank?

Is he a reproach and a byword? Yes, for he disturbs the fixed and comfortable order of things; no, for he awakens us from our sleep and brings us to our senses.

Now, if such be a fundamental law of thought, why should not the teacher make it a conscious element of method in his daily work. Let waves be sharply over against ocean currents, and then united with them. They are not ocean currents; yes, they are. Let nouns be set over against adjectives, for they are not adjectives; and then require their deeper unity, for they are adjectives. The animal and the plant must be gotten as far apart as possible, because they are not the same; now penetrate to their unity, for they are the same. The circle and the triangle, the British and the American governments, the Mohammedan and the Christian religions, must be brought together after the sharpest contrasts have put them asunder.

It will be seen at once that this process is liberalizing. It corrects one-sided views, and removes the common prejudices of life. By this process the pupil is trained to take into account the other and the opposite side of things, thus arriving at a fairer and better balanced judgment than before. Under this better judgment the prejudices of this life must disappear. If he has before hated Democrats he will now like them for the good they have done. If Republicans were offensive he has grateful acknowledgement for their half of the contribution to the development of free institutions. If he has not been pleased with the doctrine of baptism by immersion he rejoices that it has helped to fix the larger thought that man needs a baptism. If he has been pessimistic over the fact of sin in the world he becomes consoled that in this, the greatest antagonism known in the world's history, the very conception of virtue is made possible. The eagle in soaring must overcome gravity, yet without this same gravity he could not soar. Let him have no prejudice against that which he must overcome, for without it there could be no overcoming.

ESSAY WRITING.

THE CONTROLLING PRINCIPLE.

This topic was introduced in the November JOURNAL. There it was said that the purpose of essay writing was to give skill in the construction of discourse; and that, therefore, the principle controlling the work must be discovered in the nature of discourse. This nature was formulated in the definition: Discourse is the expression of thought in language for the purpose of producing an effect in the mind addressed. In words and phrases language form is considered in relation to the idea expressed; in sentences, in relation to the thought; but in discourse, language and thought in their unity are considered in relation to the effect to be produced.

The highest law in constructing discourse is that it be controlled by the genuine impulse of the effect to be produced. The message to be delivered must be the all-absorbing consciousness. One is in no condition to speak or write till he has an idea which disturbs him into utterance. The urgency of the idea—the end, the effect, the purpose—must be the informing power which orders and organizes every element of thought and gives harmony and color to every feature of style. Every discourse is the product of a vital force just as truly as is a plant or an animal. It therefore cannot take the form of life by external carpentry. Composition is not primarily a putting together; it is the outgoing of a unitary impulse which divides itself out into a multiplicity of thoughts, ideas and language-forms in the process of reaching unity again in the mind of the one addressed.

The highest test which can be applied to any discourse is whether it is produced under the full and undivided impulse of the informing idea. This law is sometimes stated as the law of sincerity of purpose. Suppose that a popular lecturer is conscious of his beautiful similes, of his superb gestures, of his elegant dress suit,

that he is to be the lecturer of the evening, etc., nothing is to be expected of him but a performance. Self-consciousness in some form, replacing the consciousness of the message is the general source of weakness in stage performers. There are plenty of exceptions to this; but to such an extent is it true that lecture committees often avoid as far as possible the employment of professionals, seeking those who are earnestly engaged in solving life's problems and elevating humanity. Some seem to think it a nice thing to speak from the platform and fix up pieces for that purpose; others, who are earnest workers in life's problems, are called and sent to the platform to say what needs to be said to fallen humanity. It is not strange that revolutionary and anti-slavery times produced orators. It was the rugged, earnest business in hand that made Patrick Henry and Wendell Phillips speak with tongues of fire. The secret of Moody's success lies not in any external elocution—for he has none of it—but in his simple, direct, and earnest effort to help his brother man.

Now the fundamental defect in the present system of composition work in the public schools, as well as that in reading, is that of so directing the pupil's work that he labors under an insincere motive; under an unnatural attitude of mind in learning language. He writes his essay for the sake of his essay, and not for the sake of some idea inspiring the essay. Lowell said that Chaucer described an object for the sake of the object and not for the sake of the description. The pupil's work must be so directed when he is to write a description that he must write for the sake of the object and not for the sake of the description.

Fortunately, this law is easily obeyed, as the most progressive schools can already testify. In the regular course of instruction pupils must deal with such objects as a river, a flower, a country, a battle, water, soils. etc. These he approaches for their own sake and finds

life and interest in them. After the pupil has worked into the heart of the object under consideration, for its own sake in the regular line of instruction on such objects, let his final work incidentally take the form of a statement of what he knows and feels concerning the object. Whatever attention then must be given to language details will be to him for the purpose of enabling him to say properly what he wants to say about that object. Thus paragraphing, structure of sentences, punctuation, fitting words are all found in the object about which he writes and not in a language book. If he labor under the common direction to have an essay for a stated occasion he is forced to the unnatural language attitude of having an essay for the sake of the essay. Might it not be a good plan to abolish composition work from a distinctive place on the program so that such work will surely be the natural offspring of the thought-work in all the other subjects? This would certainly be a great economy of time, and is in the line suggested so often now under the head of unity in subject-matter. But no matter about details; I care only to state the law that in all composition work the pupil must express under the impulse and direction of some impelling idea; that he must not feel that he is making an essay for the sake of the essay but for the sake of some idea in which he is absorbed. The three primary qualities of a good style, clearness, elegance and energy, which it is the purpose of his composition work to secure, come not by grammatical tricks, with words and sentences put together by external requirements, but the pupil must be urged into them by the informing idea which he desires to take possession of the mind addressed.

EX-PRESIDENT ANDREW D. WHITE says: "I never knew a young student to smoke cigarettes who did not disappoint expectations, or, to use our expressive vernacular, 'kinder peter out.' I have watched this for thirty years, and cannot now recall an exception to the rule." How many teachers, by smoking cigars, are helping their boys to disappoint the expectations of their friends? Remember, gentlemen, what Pau says, and paraphrase it thus: "If smoking is likely to be a bad example for my pupils, then I will smoke no more cigars."

LEND A HAND.

[This department is conducted by Mrs. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

TO READ OR NOT TO READ?

To read well, so that it is a pleasure when that recitation period comes, or not to read but to mumble or hesitate or drawl monotonously till it makes nerves feel tense or muscles limp, according to temperament. To read or not to read—alas, too many teachers admit regretfully that for the majority of their pupils it is not to read.

Why do so many teachers dislike to teach reading? Why is the reading class so often unsatisfactory? Why is there a lack of interest in reading lessons? And why *do* pupils stumble so, or else pronounce words glibly and by chance betray that they are reading *words* only? As in the case of a fifth grade girl who read smoothly, "His long gray *bread* swept his breast," and none of the class suggested that the text read "gray beard." Perhaps the last is the only important question, for it seems that teachers dislike to teach reading because results are unsatisfactory. Results are unsatisfactory because the pupils lack in interest, and they lack in interest because they stumble so or read only words. So, if we can discover the secret of teaching pupils to read intelligently and expressively, the other questions will be asked no more, for recitations in reading will become a pleasure to pupils and teacher.

A point that is often overlooked is that reading, to be thoroughly taught, requires more time than any other study, because so much of it must be individual work, while in other subjects class work may be used to advantage by using slate and pencil. For instance, in ge-

ography the question, "How many and what are the great lakes?" may be answered by every pupil on his slate in almost the time it would take one to do so. A glance at the slate shows not only whether the number and names are correct, but also the pupils' ability to spell the names. A spelling lesson may be written from dictation, and each child's knowledge of the words be tested in a few minutes. In number work it is the same. The teacher dictates: $3 \times 8 + 6 + 12 - \frac{1}{3}$ of $21 = ?$ If time is limited the pupils may simply write one figure, the answer, 9, on their slates, and be ready for the next problem. A number of such problems may be given rapidly, and a few minutes will show the pupils' ability to deal with such work. But in the reading lesson each child needs to read, if he is to become master of words and thought on the printed page. Oral reading is specially referred to here, because with that the teacher deals most, though certain tests should be given occasionally to ascertain the pupils' ability to silently get the thought of a selection. Oral reading has some kinship with playing upon musical instruments, in that actual individual practice is necessary to success. No matter how fine a teacher one has for the piano, if the lessons are not faithfully practiced the pupil will never become a good performer. So, to an extent, it is with oral reading. Listening to others read, if they read well, cultivates the taste and improves the pupil, just as listening to fine music benefits the piano pupil, but there must be five-finger exercises. There must be actual calling words aloud, since nothing will take the place of *practicing* emphasis, inflexion and clear enunciation. Persons "who do not know a letter" may enjoy hearing a good reader, but they can only learn to read by reading. If each pupil could have the right kind of practice in oral reading for half an hour each day the result would seem marvelous. That a child will enjoy reading aloud for half an hour or longer is easily proved by those who

read books aloud in the family circle. It is also proved by primary pupils, who, if they have an appreciative listener, will read their readers through and through at home. Children who practice reading at home have a certain ease and self-possession and grasp of a lesson which comes of intimate acquaintance with the work. It is like standing on one's native heath; they feel at home with books. It is clear as the sun at noonday that for each pupil to read aloud for half an hour each day at school is an utter impossibility, since if there were nothing but recitations in reading scarcely a dozen pupils could recite in a day. But since, owing to the different nature of the work, each pupil usually has a full half hour's practice in other subjects, it shows why less satisfactory results are reached in reading.

There is something elusive and difficult in the silent study of a reading lesson. Young pupils cannot *think* the correct expression; many seem unable to judge when they have learned the reading lesson. Most teachers have noticed that pupils enter with more zest into studying spelling or solving problems than in studying a lesson in reading. They sincerely believe that they have learned a lesson, when, in truth, they cannot read a single paragraph without sad blunders. Some special lessons on the preparation of reading should be given the pupils.

A large class in reading is a great disadvantage, since to hear a lesson read again and again perforce robs it of interest, and attention becomes forced instead of voluntary. When it is practicable, do not have more than ten in a class, and still fewer if they are poor readers. While one division reads let the others have some pleasant busy work.

Hesitating, stumbling, blundering reading is due at first to unfamiliarity with the words, but may become a habit. So long as naming the words requires attention, the tendency is to attend to the words and lose the thought

altogether and from this grows the habit of reading words only even after their pronunciation has been mastered and they may be named at a glance. This naming words at first sight is a part of the drudgery, the five-finger exercises of learning to read well.

Beware of having the same sentence read over and over for the sake of learning the difficult words in it. Pupils simply commit it to memory and when those difficult words are met elsewhere they are strangers and enemies still. The difficult words should be placed in columns and practice given in naming them rapidly. They should also be used in different sentences and read at first sight.

Pupils should know the meaning of the words they read, though time may be spent in defining which were better spent in reading. Frequently a general, rather vague idea of the meaning of a word is all that can be given a pupil, and it is better to wait his increasing general knowledge to throw light upon the word rather than to drill and drudge defining it and using it in sentences. For instance, a teacher had spent nearly a recitation period in defining and illustrating the use of the word conceding. She had given yielding as a synonym. So one pupil when asked for a sentence confidently gave, "This ice is conceding with me."

If we question pupils who are fond of reading, we shall find that when they read books, they pass over many words which they do not understand, yet they gather the thought. From the sentence, "He was sad, inexpressibly sad," the young reader gathers the idea of sadness, though he cannot define inexpressibly. This is very different from such an error as "a long gray *bread* sweeping his breast."

We are aware that it is discouraging to be told that a reading class needs more time than can possibly be given it, that pupils recognize and understand words, yet that time is often wasted in pronouncing and defining them.

One feels like exclaiming, "Pray, what are we to do?" Well—never take time from your reading class; give five minute drills in pronouncing difficult words and reading brief sentences containing them; do not be deluded into thinking that talking about a lesson is the same as reading it; "remember still and keep in mind" that pupils should read and read and read, both silently and orally.

A TRICK IN SPELLING AND HOW IT WORKED.

Spelling had not been a success at Greasy Bend; the teacher was not satisfied with the results; the exercises were irksome; pupils had to be told to study their lessons daily; a listless inattention prevailed. When the recitation closed there was a sigh of relief and teacher as well as pupil was glad the ordeal was over.

What was the matter? Both written and oral methods had been tried, and still the pupils were poor spellers. They were not only poor spellers, but they had no interest in spelling. It was a task to study the lesson and a greater one to recite it. The teacher was at a loss to know what to do. One evening in assigning a lesson he said, "you need not study the lesson; just let it go and we will try to get some other plan." This aroused attention and the children went home wondering whether spelling was to be dropped or not. Next morning half a dozen boys and girls asked him why they were not to study the spelling lesson that day. To all he replied, "I think we can spell better without it." Still they were not satisfied.

When study hour came for the spelling, the teacher said, "A class, please take spellers." All did so with curiosity. He said, "Please turn to the title page, now turn to lesson assigned. I do not want any of you to study the lesson; please do not do it; but I want you to look through the book from the title page to the close of

the lesson assigned and each of you to find just one word that you think is difficult. Keep this word to yourself, and be sure you know how to spell it and how it is pronounced." All went to work with a relish and were as busy as bees until time came to recite.

They were called up for an oral exercise. Each took his rank in class and the spelling began by the teacher requiring the one at the foot of the class to pronounce his secret word clearly and distinctly. The next pupil "spelled at it" and failed; the pupil who had pronounced it said "wrong," and the next tried it; "wrong," said the pupil teacher, and so it went to the second pupil from the head of the class, when the verdict was "right," and the pupil at the foot of the class walked up to the third in rank in a class of twenty-one. The novelty of the plan was a wholesome tonic. Every sign of lethargy vanished and all were eager and attentive. The pupil who was now at the foot, pronounced his word and went to rank five; the next one pronounced erysipelas, and went head, or rank one; the next one pronounced a word which no one above him spelled and he was required to spell it and go to the head. By the time each had pronounced his secret word, the ranks had so changed that those who had been nearest foot were above middle rank and were enthusiastic, while those who were at first near the head were now below the middle rank and were feeling defeated, with a desire to retrieve their fortune next day. The rank in class was recorded and the teacher asked for a vote. They all voted to try it again.

In six weeks the class had mastered every difficult word to the close of the last lesson assigned, and the teacher was compelled to extend the exercise to one good sentence example of the use of the words. Now began the use of the dictionary (a book comparatively unused) with a zest indicative of a purpose and language stepped into the spelling class. Further along, the teacher extended permission to find words from the grammar text;

later to the course in geography, history, etc., always limiting the pupil to the text passed over. Finally, when they had become expert, he changed the oral feature to written exercises, and thus laid the foundation for the choice of words in writing—the vocabulary of the pupil was enlarged and enriched.—*The Western Teacher.*

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Editor of The Young People.]

A LESSON ON THE MIDDLE ATLANTIC STATES.

The class was using the Indiana Elementary Geography. They had studied the earth as a whole as given in this book; *i. e.*, they had learned of its shape, size, and position and motions as determining the general distribution of heat, winds and ocean currents. They knew in a vague way that these influence vegetation and that it in turn influences the animal life and that all determine the condition of man upon the earth. They had also studied the United States as a whole and had studied the Central and New England groups of states.

In this lesson the teacher did very little talking, but the pupils did a great deal. What the purpose of this lesson was we could only infer from what the teacher and pupils did.

We thought that we could see that she believed that it is the business of the school to prepare the pupil for life in the other four great institutions, *viz.*, the family, the church, the state and society, or the business world; that to educate the pupil is "to train away all impediments," giving the mind rational freedom that it may without hindrance grasp the ideas that are expressed by objects; that it may appreciate the beauty they express and that it may easily find in them that which lifts the pupils higher in the scale of life. Since she believes in all this every lesson that she gives will leave a tendency

in this direction. To do this, what is presented must be related to knowledge already in possession of the pupils.

THE LESSON.

Teacher.—Mary, you may begin our talk to-day.
Mary.—We are to talk to-day about the Middle Atlantic States. They are New York, New Jersey, Pennsylvania and Delaware. They are touched on the east by the New England states and the Atlantic Ocean, on the south by the South Atlantic states, on the west by the Central States and on the north by Lake Erie and Lake Ontario and the St. Lawrence River.

Just here the teacher excused Mary and immediately several pupils indicated they had something to say. William was given the floor. He said that it seemed better to say this *group* is touched, etc., because each state is not touched by each state in the New England group and Ohio is the only one of the central states that touches this group.

The teacher made no reply to this because there were others who wished to say something. She barely nodded to John who said that New York is the largest and Delaware the smallest state in the group. "Yes," said the teacher, "you are correct, but I thought you wished to say something about the topic which we are discussing. Do you know what William said?" "No, ma'am, I was thinking about what I'd say when he finished." "Well, let us listen to one another. No one can succeed in this world unless he knows what others are doing."

Charley is anxious, I see, to continue. Charley said that he agreed with John and that he would add this criticism. She should not have named the states because that makes us think of them separately but we wish to think of them as a group.

Teacher.—Yes, you are right. Now let us think of them as a group. Lizzie, you may continue our talk.
Lizzie.—Mary gave the position of the group with reference to other groups, the Atlantic Ocean and two lakes.

I think we should also give their position with reference to their place on the earth because that helps us to know about climate. This group lies north of the direct rays of the sun but not as far north as the New England group. It is about as far north as the central states, I think. Just at this point another pupil remarked that central states extend farther north and farther south than this group. This suggested size and he proceeded to say that the group we are considering is smaller than the central group and larger than the New England group. Another pupil said that he had measured on his map and found that the New England group from the most northern point to the most southern point is about 600 miles, while the middle states were only about 400 miles from north to south, so he thought the N. E. group is larger than this group. "But see how much wider this group is!" said the other pupil. "Yes," said the teacher, "this group is a great deal larger than the New England group. If you will look in some large geography, you will find the number of square miles in each state given. You can then tell us just how much larger than the New England group this group is. Eddie, you may go on with our talk. "I think the climate must be temperate judging by the position of the group. I think it is not as cold in winter nor as warm in summer as our own state, because it is near the Atlantic Ocean. Large bodies of water modify the climate of a country lying near them. But I think the northern part of the group where New York is is much colder than the southern part where New Jersey and Delaware are." The teacher excused this pupil at this time and another was called who took up the topic. He said, "I think what has been said must be true, because New York is farther north and farther away from the ocean. I would expect to find rather a mild regular climate in Delaware, New Jersey, Maryland and Virginia, because they are near the ocean and because of the arms of the ocean that wash

their shores; also because they are near the sea level." "Very good," said the teacher. "Edith, what have you to say?" "This agrees with what our book says about it. It says in the northern part the climate is like that of New England, but in the southern part it is milder—so mild that snow is seldom seen in the southern part of Virginia."

Henry—"It seems to me that we have such a variety of climate that almost everything would grow in this group of states." Name some of the things that you think would grow well, and tell where in the group you think they would thrive best. "I think wheat would thrive well in the northern part of New York; tobacco in Maryland and Virginia; garden vegetables, strawberries, raspberries and peaches in New Jersey and Delaware."

Mary—"This is the reason that we find so many canneries in this locality. I see why these states are noted for 'market gardening' now. First, the climate and soil are suited to this kind of vegetation, and then there are four great cities within easy reach of this locality, and these cities afford good opportunities for shipping what is needed in the cities."

This opened the subject of the means of shipping from one point to another. Rivers, canals, lakes and oceans were mentioned, and, before they had thought about it, they had gone "around the world" and fed all the nations of the earth. But the teacher very skillfully brought them back to consider one means they had mentioned, viz., the Erie canal. She stepped to a table, and picked up a book that had some interesting matter in it about this canal. She handed the book to a pupil, who stepped to the front and read to the class. This called up one of the oldest ways of shipping, which, of course, suggested the new ways. The railroads were discussed. Their advantage over the canals and rivers was set forth. But it was found that the canals and

rivers had some advantages. At this point a boy who had been reading up current events gave an account of the successful experiment of testing electricity as a motive power to river and canal boats. In discussing railroads this same boy wished to know why the roads from these four great cities did not come straight west. Some were puzzled, but others were ready with an answer. They said that they found it cheaper to go through mountain gaps than to tunnel through the mountain. Then followed a discussion of the mountainous regions and their use.

To give further details would make this report too long. But at every point the teacher was leading the pupils to relate the new to the old, always interpreting the new by the old. The recitation touched *life*. The pupils seemed to live what they were describing. They worked on the farms and in the garden, went to market and sold their products. They were shippers, miners, merchants in the east and in the west. Enough has been said to suggest more that is better than that which can be said.

SHORT NOTES.

CAN'T UNDERSTAND.—In many schools pupils talk so indistinctly that it is with great difficulty that a visitor understands what they say. Why is this?

REPEATING ANSWERS.—Stop it. This is not a *new* criticism nor new advice in regard to this fault. But why do you keep repeating answers? "What is the largest city in the United States, John?" John—New York. Teacher—New York. Name the largest river in the U. S., Mary. Mary—The Mississippi is the largest. Teacher.—The Mississippi.—Stop this. *Please* stop. It is better to say nothing.

HISTORY.—Do you allow your pupils to commit and recite paragraphs of the book? Excuse us for even

thinking it possible for any one to be so far away from true teaching.

GEOGRAPHY.—Do you allow your pupils to study geography just to recite? Do they learn to *say* that the earth has two motions and that they cause day and night and the change of seasons?

KEEPING AFTER SCHOOL.—Does it pay? Is it pedagogical? Is it common sense? We venture the assertion that if pupils will not get their lessons without this, there is something wrong in the teaching.

MAP DRAWING.—Yes, every teacher has map drawing in school. Why? To make beautiful maps? To give the pupil information? No. It is rather to have him give information. It is a means of expression. He learns to represent in a small space things which are too far apart to be seen at one time. If he can map what he has seen, he will be able to read a map of something he has not seen.

THE GREATEST. Chicago is the greatest railroad center in the United States. Philadelphia is the greatest carpet manufacturing center in the world. Meriden, in Connecticut, manufactures more plated silver ware than any other city in the world. Oswego has the largest starch factory in the world. Providence manufactures more jewelry than any other city in the United States. Philadelphia is the greatest coal market in America. Charleston is the greatest rice market in the United States. Rochester has the largest carriage factory in the United States.

FOR OPENING EXERCISES.

1. SUBJECT, - - - - - PRIDE AND SELFISHNESS

"Pride goeth before destruction, and a haughty spirit before a fall."

Little Miss Snowflake came to town,
All dressed up in her bran-new gown,
And nobody looked so fresh and fair
As little Miss Snowflake, I declare.

Out of a fleecy cloud she stepped,
Where all the rest of her family kept
As close together as bees in a swarm
In readiness for a big snow-storm.

But little Miss Snowflake couldn't wait,
And she wanted to come in greater state,
For she thought that her beauty would ne'er be known
If she came in a crowd, so she came alone.

All alone, from the great blue sky,
Where cloudy vessels went scudding by,
With their sails all set on their way to meet
The larger ships of the snowy fleet.

She was very tired, but couldn't stop
On tall church spire or chimney top
All the way from her bright abode
Down to the dust of a country road.

There she rested, all out of breath,
And there she speedily met her death,
And nobody could exactly tell
The spot where little Miss Snowflake fell.

2. SUBJECT, - - - - - LOVE—DUTY

"Actions speak louder than words."

"I love you, mother," said little John;
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
And left her wood and water to bring.

"I love you, mother," said rosy Nell;
"I love you more than tongue can tell."
Then she teased and pouted full half the day,
Till her mother rejoiced when she went to play.

"I love you, mother," said little Fan;
"To-day I'll help you all I can.
How glad I am that school doesn't keep!"
So she rocked the baby till it fell asleep.

Then, stepping softly, she fetched the broom
And swept the floor and tidied the room.
Busy and happy all day was she;
Helpful and happy as child could be.

"I love you, mother," again they said—
Three little children going to bed.
How do you think that mother guessed
Which of them really loved her best?

Children sing softly after teacher, to a familiar tune:

I ought to love my mother;
She loved me long ago.
There is on earth no other
That ever loved me so.

When she is ill to tend to her
My daily care shall be;
Such help as I can render
Will all be joy to me.

3. SUBJECT, - - - - - FRIENDSHIP

"A man that hath friends must show himself friendly."

"Well," said a straight-backed, straight-legged chair to a cozy little rocking chair, by whose side it had chanced to be placed, "before I would be such a drudge as you are, I would be a stool or anything. People are not content with making you nurse every person, big or little, but you must also continually be rocking them to and fro.

"To be sure," answered the little rocking chair, pleasantly, "I am always on the go to please others; but thereby I have won myself many friends, and appear to be a great favorite with everybody. This well repays me for my trouble."

And so it is with little girls and little boys and other people. Those who cheerfully and willingly do for others are the ones who gain for themselves many and lasting friends.

4. SUBJECT, - - - - - WORK

"He becometh poor that dealeth with a slack hand; but the hand of the diligent maketh rich."

Remember, my son, you have to work. Whether you handle a pick, or a pen, a wheelbarrow or a set of books, digging ditches or editing a paper, ringing an auction bell or writing funny things, you must work. If you look around you, you will see that the men who are most able to live the rest of their days without work are men who work the hardest. Don't be afraid of killing yourself with work, my son. It is beyond your power to do that. Men cannot work so hard as that on the sunny side of thirty. They die sometimes, but it is because they quit work at 6 P. M., and don't get home until 2 A. M. It is the interval that kills. The work gives you an appetite for your meals; it lends solidity to your slumbers; it gives you an appreciation of a holiday. There are young men who do not work, my son, but the world is not proud of them. The great, busy world does not even know they are there. So find out what you want to be, and take off your coat and make a dust in the world. The busier you are, the less deviltry you will be apt to get into, the sweeter will be your sleep, the brighter and happier your holidays, and the better satisfied will the world be with you.—Robt. J. Burdette.

5. SUBJECT—THINK BEFORE YOU STRIKE ANY CREATURE THAT CANNOT SPEAK.

"A righteous man regardeth the life of his beast."

I remember reading in my boyhood about a merchant traveling on horseback, accompanied by his dog. He dismounted for some purpose, and accidentally dropped his package of money. The dog saw it; the merchant did not. The dog barked to stop him, and as he rode farther bounded in front of the horse and barked louder and louder. The merchant thought he had gone mad, drew a pistol from his holster and shot him. The wounded dog crawled back to the package, and when the merchant discovered his loss and rode back, he found his dying dog lying there, faithfully guarding the treasure.

The following little story told by a friend of mine, is not so painful, but adds force to the thought, *think before you strike any creature that cannot speak*.:—

"When I was a boy, and lived up in the mountains of New Hampshire, I worked for a farmer, and was given a span of horses to plough with, one of which was a four-year-old colt. The colt, after walking a few steps, would lie down in the furrow. The farmer was provoked, and told me to sit on the colt's head, to keep him from rising while he whipped him, 'to break him of that notion,' as he said. But just then a neighbor came by. He said, 'There's something wrong here; let him get up, and let us examine.' He patted the colt, looked at his harness, and then said, *Look at this collar; it is so long and narrow, and carries the harness so high, that when he begins to pull it slips back and chokes him so he can't breathe.*' And so it was; and but for that neighbor, we should have whipped as kind a creature as we had on the farm because he lay down when he couldn't breathe."

It was only the other day I heard of a valuable St. Bernard dog being shot, because, having a wound on his head, concealed by the hair, he bit a person who handled him roughly.

Boys, young and old, please remember that *these creatures are dumb*. They may be hungry, or thirsty, or cold, or sick, or bruised, or wounded, and cannot tell you.

Think before you strike any creature that cannot speak —GEO. T. ANGELL.

6. SUBJECT, - - - - - OBEDIENCE

"Well done, good and faithful servant; thou hast been faithful over a few things, I will make thee ruler over many things."

An eastern king was once in need of a faithful servant and friend. He gave notice that he wanted a man to do a day's work, and two men came and asked to be employed. He engaged them both for certain fixed wages, and set them to work to fill a basket with water from a neighboring well, saying that he would come in the evening and see their work. He then left them to themselves and went away.

After putting in one or two bucketfuls, one of the men said, "What is the good of doing this useless work?" As soon as we put the water in one side it runs out on the other."

The other man answered, "But we have our day's wages, haven't we? The use of the work is the master's business, not ours."

"I am not going to do such fool's work," replied the other; and throwing down his bucket he went away.

The other man continued his work till about sunset he exhausted the well. Looking down into it he saw something shining at the bottom. He let down the bucket once more, and drew up a precious diamond ring.

"Now I see the use of pouring water into a basket," he exclaimed to himself. "If the bucket had brought up the ring before the well was dry it would have been found in the basket. The labor was not useless after all."

But he had yet to learn why the king had ordered this apparently useless task. It was to test the capacity for perfect obedience, without which no servant is reliable.

At this moment the king came up to him, and as he bade the man keep the ring he said, "Thou hast been faithful in a little thing, now I see I can trust thee in great things. Henceforward thou shalt stand at my right hand.—*Sunday.*"

EDITORIAL.

"SO HERE'S a New Year's wish for both!
May we keep growing, you and I!
Learning sweet truths in sweetest way,
Living in sunshine every day;
Having fresh love for God, for good,
With childlike hearts which ripen still
To moderate wish and tempered will,
To conquest over self and mood!"

THE Indiana Journal for Indiana teachers

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

"THE scientific way to destroy evil is not to hold it up and analyze it in order to make it hateful, but rather to put it out of consciousness."
—*The Arena*

A MOVEMENT has been started to make the commissioner of education a cabinet officer, and we understand a bill has been introduced in the United States Senate to make the bureau of education one of the departments of the government.

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

WE ARE GRATIFIED to know that so many teachers are aware that the year 1893 is at an end and connect the fact with a certain promise, expressed or implied, last summer. The remittances have been numerous and many of them have been accompanied by hearty approval and good wishes. For all these kind greetings we are thankful. Let the good work go right on. We are still in a receptive mood.

THE INDIANA FARMERS' READING CIRCLE is an enterprise that deserves the cooperation and support of every good citizen. It is along the general line that most teachers are already working on and they should lend a hand whenever opportunity offers in this newer phase. A teacher should be interested in everything and anything that will promote the general intelligence of the community in which he teaches.

THANKS —The JOURNAL wishes to return its thanks and express its high appreciation of the numerous letters and resolutions approving its course in regard to the State Normal School trouble. While there are a few persons on both sides of the controversy that feel that the JOURNAL has not at all times said the proper thing, it takes great satisfaction in knowing that the great body of teachers endorse substantially and cordially its conservative course.

FARMERS' INSTITUTES have become an established fact in Indiana. They are now held by law in every county and the state bears a part of the expense. What the teachers' institutes have done and are doing for teachers in giving them broader views and higher standards of work, these institutes will do for the farmer. Many teachers are also farmers, and many others are indirectly interested in farming and all should take an active interest in these farmers' institutes. By so doing teachers will themselves be benefited and at the same time promote the interests of the communities in which they teach.

VOLUME XXXIX.

With this issue THE INDIANA SCHOOL JOURNAL enters upon its *thirty-ninth* year. It will in the future, as in the past, endeavor to keep abreast the best educational thought. It will in the future, as in the past, strive to give teachers what will help them most in their everyday work. It will in the future, as in the past, exert all its powers to make itself acceptable to those teachers who are willing to do some thinking for themselves and are trying to grow a little every year.

THE JOURNAL thoroughly believes that it can be of most service to teachers, not by filling its pages with mere devices and formal direction as to how to do things, but by going further and showing the principles upon which devices rest. It believes that an educational paper should be a source of inspiration to teachers and stimulate them to higher, better work. To do this work in the best possible way THE JOURNAL has placed at the head of its principal departments the best qualified persons that can be found.

THE JOURNAL wishes again to return thanks to a host of loyal friends

who have stood faithfully by it for so many years. It will strive to continue worthy of their confidence and support. It starts out with the intention of making volume XXXIX the best in its history.

LESSONS IN COURTESY.

"Politeness costs nothing and buys everything." Such is the quotation one often uses, and yet some teachers forget all about the lessons in courtesy. They are so easy to teach, and often so enthusiastically received that the results surprise one. For instance, if the teacher always smiles a "Good morning," and "I thank you," or "You are welcome;" if she says "Excuse me" when she jostles a seat, or "I beg your pardon" when she speaks the wrong name, the children have more dignity and pride in themselves. She may even insist upon like behavior from her scholars. A little attention and perseverance will make the children very careful to the teacher and even to each other.

Many teachers give little talks on courtesy after the opening exercises. If they are informal and she interests her school, she can teach them lots of little things before they know it. Many children have no idea of the clothes, blacking and, even in good homes, the tooth-brush. Praise nicely combed hair, neatly washed hands and shiny shoes. The road to improvement is always easier when you find something good to speak of first.

Many children assume such awkward attitudes, both when sitting and standing. Isn't it better to insist upon a good, straight carriage, an easy, upright position, than to find boys with their hands in their pockets, shoulders humped and heels scuffling, or girls with their legs crossed, elbows akimbo, or one hip supporting the body? Yet these failings are common, and perhaps if children were watched in school they would make men and women who were more erect, better formed and healthier. Insist upon the boys lifting their hats. This subject can be presented in a very fortunate way, and made so attractive that they forget their bashfulness. A great deal depends upon the ways of the teacher. If she is careful to always be courteous, even when administering a punishment, she will find she has an advantage over a sulky or obstinate disposition. If she asks favors politely and always acknowledges them, her pupils will be more anxious to do them. They will pay her little attentions of which she never dreamed. Her work will be pleasanter, easier to do and she will become a far better teacher.—*E. C.*

MORAL RECOVERY.

The following is so full of life-giving suggestions that we copy it entire, and endorse its every sentiment. Study it:

"Among the heroes of the world none have done a better work for mankind than those who by obeying the spiritual laws of God have changed evil heredity into good heredity. Happy is his lot who has good ancestors. 'There is born in man an essence that makes him the kind

of being he is,' says a writer on heredity, and to purify life and make its tendency high and noble is more than to gain wealth or fame.

"There are three orders of young men in the course of moral gravitation. The first are those who are able to resist every allurements of vice, and who are little tempted by it. The second are those who make mistakes, but do not make second mistakes; who correct life. The third are those who repeat evil until it becomes a habit, and habit, character—and a weak character, the probable destiny of a family.

"Of the second class I wish to speak here. The young man, who, finding an evil tendency in his life, corrects his mistake, has not only saved his own reputation and spiritual power, but he has given to the future an influence and tendency. Some of the noblest characters in the world have been developed from young men who have corrected mistakes.

"The principle that one can overcome evil, if he have a sufficient motive, is true of all life. Bolingbroke left his dissipations when the vision of the crown rose before him. Shakespeare thus pictures the altered life of Henry V.:

"The breath no sooner left his father's body,
But that his wildness, mortified in him,
Seemed to die too; yea, at that very moment,
Consideration like an angel came,
And whipped the offending Adam out of him.

"The young student of adverse heredity who should study Galton would close the book with a feeling of regret and sorrow. All men may not have worthy ancestors, but all may be the founders of worthy families, or at least leave to posterity an honorable example and name. He who destroys an evil in his own nature gives a good influence to all time. He who reverses adverse heredity is a benefactor of generations. Temperance is now taught in schools by physiology, and ethics will one day be taught largely by studies in heredity. He is indeed a celestial knight who changes the current of evil heredity into streams of good, and it is such moral heroism that the new era will recognize and crown."—*Hezekiah Butterworth, in Chautauquan.*

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN NOVEMBER.

PHYSIOLOGY.—Describe the various organs and the method of their action that take part in respiration.

READING.—

"I held it ever,

Virtue and Knowledge were endowments greater
Than Nobleness and Riches! Careless heirs
May the two latter darken and expend;
But Immortality attends the former,
Making a man a God."

—*Shakespeare.*

1. In your judgment, what relation does reading bear to other subjects?

2. What physiological reasons exist for requiring a scholar to stand upright when he reads? 15
3. What do you mean by colloquial reading? 15
4. Is it a good style of reading? Why? 15
5. To what kind of nobleness does the author refer? 10
6. What does he mean by careless heirs? 10
7. How can Immortality attend Virtue and Knowledge? 10
8. Express the idea of the author in your own words. 15

ENGLISH GRAMMAR.—1. To what extent would you combine Composition work with Grammar?

2. Do you think it is a good practice in grammar work to require the correction of many errors in sentence construction? Give your reasons.

3. What is a subordinate clause? What classes of subordinate clauses are there?

4. State the use of *where* in the following sentences:

- (a) I live where I was born.
- (b) This is the city where he lives.
- (c) Where were you?

5. Justify the person and number of the italicised words in the following:

- (a) Books *is* a noun.
- (b) Each of the boys *has* his own friends.
- (c) Neither wealth nor position *is* the chief thing.

6. None of us was there. Neither of us were there. Which is correct? Give reasons

7. What does a tense of a verb show?

8. What is it that limits the number of tenses?

9. Write an original compound sentence each of whose co-ordinate clauses contains one or more subordinate clauses.

10. Analyze the above sentence.

U. S. HISTORY.—State some of the causes that led the people of the several European nations to make settlements in America, and state the effects of one of the settlements upon the history of the United States.

2. Name the great diplomat, the great financier, the most noted naval commander, six prominent statesmen and six generals of the Revolutionary period.

3. State the leading features of the Missouri compromise. Give the provisions of the Kansas-Nebraska bill. Who was the author of each of these bills?

4. Name, in order, the Presidents who have been elected to a second term. Name those who died in office and tell who succeeded each of them.

5. Trace the military career of General Grant in the civil war.

ARITHMETIC.—1. If the same number be added to both terms of a proper fraction, what effect will it have upon the value of the fraction? Why?

2. The sum of three numbers is 84; the least is $4\frac{1}{2}$, the greatest $47\frac{3}{4}$; What is the product of the three?
3. A merchant sold goods for \$17,212.50 and lost $\frac{1}{3}$ of what they cost him. How much did they cost him? Write full analysis.
4. Find the cost of papering a room 36 feet long, 24 feet wide, 18 feet high, with paper 18 inches wide, at \$1 50 a roll, allowing 64 square yards for windows and doors, (One roll of paper is 8 yards long.)
5. The interest on \$640 from March 12, 1891, to January 27, 1893, was \$60. What was the rate?
6. What annual income will be produced by \$13,000 invested in $3\frac{1}{2}$ per cent. stock at 91?
7. Of two pieces of land, one a circle 18 rods in diameter and the other a right-angled triangle whose hypotenuse is 30 rods and whose base is 24 rods, which is the larger and how much?

GEOGRAPHY.—1. Draw map of your county, showing its boundaries and the outline of contiguous counties.

2. Bound Austria. Name three largest cities.
3. How is Egypt governed? What is most remarkable about the Nile River?
4. What are the "Trade Winds?" What is their effect, if any, upon climate? Upon commerce?
5. Name some geographical reasons for the commercial importance of Great Britain.
6. What ideas should be developed, and how, by the first geography lesson?
7. Describe the surface of Pennsylvania, locating the principal mountain chains and rivers.
8. Draw on the same scale rough outline maps of Texas and New Jersey so as to show relative sizes.
9. Locate Calcutta, Singapore, The Hague, Hong Kong, Archangel.
10. Locate Memphis at the center of four concentric circles and then indicate on the diagram the relative direction and distance from Memphis, of each of the following cities: St. Louis, San Francisco, New York, Nashville, Charleston.

SCIENCE OF EDUCATION.—Compare and contrast arithmetic and U. S. history in reference to the following points:

1. Nature of subject matter.
2. Methods of instruction made necessary by nature of subject matter.
3. Culture afforded by each.
4. Practical utility to student.

BURKE—AMERICAN TAXATION.—1. It is stated that the treaty of Paris opened the way for American independence. Justify this statement.

2. Give the three measures, proposed by Grenville, which Lecky says produced the American Revolution.
3. Give a brief outline of Burke's political career.

4. 'Burke declared the Acts of Trades to be "instruments of empire," not a "means of defense." What did he mean?
5. In what does the value of Burke's American Orations consist?
6. On what ground did Burke oppose American taxation?
7. On what ground did the colonies oppose the Stamp Act?
8. "It is the nature of all greatness not to be exact." Explain.
9. Distinguish between external and internal taxation.
10. "Great men are the guide-posts and land-marks in the State." Illustrate.

ANSWERS TO PRECEDING QUESTIONS.

PHYSIOLOGY.—For a description of the various organs of respiration, see any good treatise on anatomy or any of our best text-books.

The respiratory organs form a continuous structure through which the process of respiration is performed. The lungs are the only organs that are specially active, except the muscles that aid in respiration. As the chest enlarges, the air cells fill with air. The chest is enlarged by the elevation of the ribs and the depression of the diaphragm. In expiration the ribs and diaphragm relax to their natural position. The principal muscles aiding in respiration are the diaphragm, the intercostals and the abdominal muscles.

READING.—1. It is the groundwork of all other studies. It is the proper and intelligible interpretation of language forms or symbols, and within them lie much of the knowledge mankind possesses. Hence, let the child learn to interpret these symbols and he can then gather in their treasures.

2. An upright position affords the respiratory organs greater freedom of movement. The shoulders are apt to be held straight, and the head erect; the lungs are not cramped and the vocal organs have free action.

3. In colloquial reading, that tone, expression, and emphasis are used that are employed in common conversation.

4. Colloquial reading is a good style of reading for literature that demands its characteristic features, in order to be properly expressed. The style of reading should be united to the style of literature. In all cases, the characteristics of reading should be such as to make the listener closely attend to what is being read, without a single thought as to the style or manner of reading, or the actions of the reader.

5. To that kind that is not necessarily linked with virtue; as courage, generosity, etc.

6. Those "heirs" who, forgetful of the honorable legacy left them, would in various ways indicate by their everyday life that the glorious mantle of their ancestors had fallen on unworthy shoulders.

7. By the law of the survival of the fittest. As a principle of life, virtue has ever been, is now and ever will be. Throughout the history of the world it has existed unchanged and unchangeable. Knowledge cannot be destroyed. The mind that holds it may cease to be, but in the meantime, another has possessed it, and thus it is perpetuated and ever will be as long as the world stands.

8. I always believed that virtue and knowledge were greater gifts than nobleness and riches. The nobleness may be shamed or disgraced, the riches may be wasted, but virtue and knowledge are as indestructible and everlasting as the heavens, and the man who possesses them is likened unto God.

GRAMMAR.—1. Composition work should be carried along with the work in grammar and should constitute the major part of the whole work done. Much of the grammar should be learned from the work in composition.

2. It is owing altogether as to what the "errors" are, and as to what is meant by "many." At least once a week there should be a lesson consisting of the correction of errors illustrating those that are actually made, by writers and speakers. Few pupils will ever use or read correct English sufficiently, thereby to acquire a habit of always using that kind of English; hence, the reason that common errors should be illustrated and contrasted with the correct forms, in order to keep the student warned against errors.

3. A subordinate clause is one that modifies some part of another clause, or forms some part of it. This "other clause" may be a principal clause or itself subordinate to another clause. Subordinate clauses may be classified as substantive, adverbial and adjective.

4. In (a) "where" is a conjunctive adverb; it modifies "live" and "was born" and joins the two propositions. In (b) "where" is a relative adverb; it modifies "lives," and joins its proposition to the noun "city." In (c) "where" is an interrogative adverb; it is used in asking a question and modifies "were."

5. In (a) "books" is spoken of merely as a word, and not as a number of objects; hence, as it is only one word, the verb should be singular. In (b) "each" is the subject and is singular; hence, the verb "has" is correct. In (c) the subjects are taken separately, being joined by "Neither-nor" and the verb must be singular.

6. The best usage and Webster's Dictionary incline to the use of the singular verb with "none."

7. The tense of the verb usually indicates the time of the action.

8. The number of relations an event may have to time limits the number of tenses.

9. A young man should spend his time to the best advantage while his youth is passing, and when the battle of life comes on, he will be ably prepared to meet it.

10. This is a compound sentence consisting of two members, each of which is complex. (The sentence presents no special difficulty.)

U. S. HISTORY.—1. A reliable historian says that "four motives working either singly or conjointly, led to the settlement or colonization—(a) the spirit of adventurous enterprise; (b) the desire for wealth; (c) economic or political discontent; and (d) religious sentiment.

The effects of one of the settlements, that of Plymouth, run all through the history of the United States. Their love of education, their firm adherence to morals, their love of civil liberty—all grew and

spread their influence far and near; and their influence built colleges, founded churches and when the time came, struck vigorous and successful blows for liberty and independence

2. Benjamin Franklin; Robert Morris; Paul Jones; John Jay; John Adams; Patrick Henry; John Hancock; Samuel Adams; Elbridge Gerry. General Greene, General Washington, General Gates, General Putnam, General Sullivan and General Schuyler.

3. The author of the Missouri Compromise was Jesse B. Thomas, of Illinois. Its leading features were (a) Missouri to be a slave state; (b) north of latitude $36^{\circ} 30'$, slavery to be forever prohibited; (c) south of that line to be free or slave as the people voted.

The author of the Kansas-Nebraska Bill was Stephen A. Douglass, of Illinois. Its leading features were (a) the territories of Kansas and Nebraska to be created; (b) these territories to be slave or free as the people voted; (c) the fugitive slave law to be extended to these territories.

4. Washington, Jefferson, Madison, Monroe, Jackson, Lincoln, Grant, Cleveland. W. H. Harrison—John Tyler; Zachary Taylor—Millard Fillmore; Abraham Lincoln—Andrew Johnson; James A. Garfield—Chester A. Arthur.

5. His command at first was in southeast Missouri. He was in the campaign in which Forts Henry and Donelson were captured and the battle of Pittsburgh Landing fought. He stayed west until he captured Vicksburg. He then went eastward to Chattanooga where he waged a vigorous and victorious campaign against General Bragg. Again he went eastward, this time to Virginia, where he remained till the close of the war.

GEOGRAPHY.—3. Egypt is a province of the Ottoman Empire, yet it is independent at the same time, and its sovereign is dependent on the will of the stronger powers, England being dominant. Absolute executive power is in the hands of the Khedive, under the supervision of England.

The lower course of the Nile is almost rainless, and for 1500 miles it does not receive a single tributary.

4. "Trade Winds" is the name given to the polar currents of air from the limits of the zones of calms to about 30° on each side of the equator. These currents as they approach the equator, where the axial velocity toward the east is greater, are left behind by the more rapidly moving earth and thus come from the northeast in the northern hemisphere and from the southeast in the southern hemisphere. They were called trade winds from their great value to commerce. At present they are of but little value to commerce, as steam vessels are independent of their aid.

Where wide areas are but little interrupted by mountain ranges, the trade winds are perceptible on the land as well as on the sea. The climate of the valley of the Amazon is made moist by the trade winds blowing in from the sea.

5. It is surrounded by water and the coast has many excellent har-

bors. The climate is temperate and the people hardy and industrious, and the country is possessed of many natural resources, such as coal and iron, that stimulate manufacture and ship building.

6. Ideas of form, color, size, direction and location, by objective illustration and familiar conversation.

SCIENCE OF EDUCATION.—Arithmetic is a science which is an organic unity of truths and principles. It has fundamental ideas out of which arise subordinate ones, which themselves give rise to others contained in them and all so related as to give symmetry and proportion to the whole. Instruction in arithmetic should begin with oral exercises by means of sensible objects. Farther along there should be instructions in methods of doing, followed by the reasons for so doing. The method should be inductive. The study of arithmetic cultivates the reasoning power and is of great value in the business affairs of life, as well as in giving the mind much valuable discipline.

In history the facts are connected by the relation of time, rather than by facts of that kind or quantity, like the facts of sciences generally. They are the acts of free agents, proceeding from the operation of a spiritual being not governed by inexorable law, like the forces of nature, but which is a law unto itself and which freely chooses its course among the external circumstances that are the conditions of its actions.

Instruction in the elements should be given orally and the basis of it should be biography. The first lessons should be in the form of narratives. Instruction in the elements should be given in connection with geography. By using outlines, topics, maps, charts, etc., the memory is aided. The effect of the geography of a country on its people, their progress in civil liberty, and the growth of their institutions should all be worked out with great care.

The study of history gives culture to the memory and the imagination. Its utility is seen in the valuable preparation it affords man for citizenship.

ARITHMETIC.—1. It will increase the value of the fraction, because the numerator, being smaller than the denominator, will be increased proportionately more than the denominator.

$$2. 84 - (4\frac{1}{2} + 47\frac{3}{4}) = 31\frac{1}{4}, \text{ the other number.}$$

$$4\frac{1}{2} \times 31\frac{1}{4} \times 47\frac{3}{4} = 6822\frac{9}{16}. \text{ ANS.}$$

$$3. \$17,212.50 = \frac{3}{4} \text{ of the cost.}$$

$$\frac{1}{4} \text{ of } \$17,212.50 = \$318.75 = \frac{1}{6} \text{ of the cost.}$$

$$67 + \$318.75 = \$21,356.25, \text{ the cost.}$$

$$4. \text{ Taking all the dimensions in yards we have:}$$

$$2 \times (12 + 8) \times 6 = 240 \text{ square yards in the walls.}$$

$$12 \times 8 = 96 \text{ square yards in ceiling, and } 336 \text{ sq. yards in the room.}$$

$$336 - 96 = 240 \text{ square yards of paper required.}$$

$$\frac{1}{2} \times 8 = 4 \text{ square yards in each wall.}$$

$$240 + 4 \times 1\frac{1}{2} = \$102. \text{ ANS}$$

If the ceiling is omitted the 24 rolls of paper, costing \$36, to be deducted, leaving the cost \$66.

5. Subtracting dates, the time is 1 year, 10 months, 15 days. The interest of \$640 for this time at 1% is \$12. Then, $\$60 + \$12 = 5\%$. Ans.

6. $\$13,000 + .91 = \$14,285\frac{1}{2}$, face of stock.

$3\frac{1}{2}\%$ of $\$14,285\frac{1}{2} = \500 . Ans.

7. $9^2 \times 3.1416 = 254.4696$ square rods in the circle.

$\sqrt{900 - 576} = 18$, the other side of triangle.

$\frac{1}{2} \times 18 \times 24 = 216$ square rods in the triangle, and

$254.4696 - 216 = 38.4696$ square rods.

[The Query Department has been crowded out this issue.]

MISCELLANY.

QUALIFICATIONS OF COUNTY SUPERINTENDENTS.

CHALMERS, IND., December 11, 1893.

EDITOR INDIANA SCHOOL JOURNAL—*Dear Sir:*—I have been much interested in the articles on "Qualifications of County Superintendents," as given in the September and December JOURNALS. I am a citizen of the state, and a teacher by profession, and am only interested in the general welfare of the state and in the particular welfare of her schools. What states have a better administered school system than Indiana? If any, we have been sadly deceived by even those who wrote the articles referred to. May not officers elected in the same manner from similar material continue the good work of predecessors? Can the government be better than the governed? Would it not be well for those who write for our state organ to pass on ability to instruct the large and intelligent class addressed? If this be granted, will not Superintendent Machan present his authority for the statement that a saloon-keeper must be a man of good moral character?" I think the tenor of the articles is wholly contrary to our established ideas of a government "for the people, of the people and by the people." I think the intelligence and good sense of the citizens and school officers can be relied on in this matter for the future as in the past. Indeed, did they not give us our school-book law and its attendant, a complete classification and grading of the schools of the state, largely opposed by this same favored class, who would like a monopoly of administering the schools? Our millenium is when county superintendents may be done away with—when parents have advanced in a knowledge of school needs to such a point as to be able to directly superintend their own schools.

E. B. RIZER.

ST. JOSEPH Co. has fallen in line, and organized a county teachers' association. Its first meeting was held Dec. 1 and 2, and is reported "a success."

GOOD FOR INDIANA.—The following item from *Harper's Weekly* is of interest to Indiana: A Columbia professor was asked, "what is the best college in America?" He replied: "If you mean as to curriculum, Indiana University."

THE "NEW EDUCATION," edited by Mr. and Mrs W. N. Hailman, has "turned its toes to the daisies"—not by the fault of the editors, but by fault of the publisher.

ADAMS Co. held a joint teachers institute Dec. 16. The attendance was remarkable, considering the weather, and the work, which was principally done by home talent, was good. Supt. J. F. Snow has the confidence and respect of his teachers, and is doing excellent work.

THE Southern Indiana Teacher's Association is to be held at Rockport April 4, 5, 6, 1894, and the program, which is a most excellent one, is already completed and published. For program and information address the chairman of the executive committee, J. H. Tomlin, Rockport.

MCCORDSVILLE has just completed an elegant ten-thousand dollar school building. Dedication exercises were held on the evening of Dec. 9. Supt. Jackson and Deputy State Supt. Glascock delivered the main addresses of the evening. J. W. Jay is serving his fifth year as principal of schools there.

THE FACULTY of Indiana University has been trained at thirty-six different universities. Among these are Harvard, Yale, Cornell, Johns Hopkins, Clark, Amherst, Chicago, and Stanford Universities in America, and Goettingen, Munich, Paris, Berne, Berlin, Heidelberg, Leipzig, Strassburg and other universities in Europe.

JOHNSON Co. held an excellent two-day association Dec. 1 and 2, with a popular lecture on the intervening evening. The work was principally done by home talent, and there was not an exercise from beginning to end that was not well prepared and carefully considered. Supt. Charles F. Patterson has his work well in hand, and is one of Indiana's most efficient sup'ts.

DEKALB COUNTY Teachers' Association held its sixth session at Waterloo, Nov. 30, Dec. 1 and 2. It was a grand success. The spelling contest for the pupils in the public schools was specially interesting. Nearly every teacher in the county was there and did his part. Chas. E. Kriebel, superintendent of Butler schools, was president. C. M. Merica is county superintendent.

LAST MONTH, in making a notice of the city superintendents' convention, the names of the officers for the coming year were unintentionally omitted. They are as follows: President, D. W. Thomas, Elkhart; vice-president, B. F. Moore, Frankfort; secretary, W. P. Burris, Bluffton; treasurer, L. H. Jones, Indianapolis; chairman executive committee, J. W. Carr, Anderson.

THE MARION NORMAL COLLEGE is making some important improvements this year. The new building, now almost completed, will be one of the prettiest and most convenient college buildings in the state. Prof. J. V. Zartman, of the State Normal class of '93, is doing excellent work. Prof. Hawes is now in the Medical College of Indiana, but will be in charge of physiology and science during the spring and summer terms. All departments are being strengthened and the work brought up to the highest standard.

PERSONAL.

P. D. L. ALSPACH is in charge at Arctic.

J. H. HANAHAN is the White River man.

G. Hacker still holds a steady rein at Berne.

W. A. ASPY is principal of the Geneva schools.

JOHN F. ENGLE is superintendent of the Orleans schools.

CHARLES E. KRIEBEL is superintendent of the Butler schools.

W. T. GOODEN, formerly of Indiana, is still superintendent at Pana, Ill.

A. D. MOFFETT is rendering good satisfaction as superintendent at Decatur.

WILL FEATHERNGILL is entering upon the work of superintending the Franklin schools with vigor and with intelligence and is giving good satisfaction.

W. J. WILLIAMS, who resigned the superintendency of the Franklin schools to care for a sick wife, who has since died, is now at liberty to accept work. He deserves a good place.

GEO. P. BROWN, formerly one of our leading Indian educators, now editor of the *Public School Journal* has been in poor health for some time past. He has a host of Hoosier friends who wish him a speedy recovery.

R. G. BOONE, our old Indiana friend, now president of the Michigan State Normal school, is to read a paper this year before the Michigan State Teachers' Association. His thousands of Indiana friends remember him kindly and wish him well.

E. C. HEWETT, author of *Hewett's Pedagogy* and for many years president of the Illinois State Normal School, but now associate editor of the *Public School Journal*, recently paid the JOURNAL office a pleasant visit. Mr. Hewett is always a welcome visitor in Indiana.

W. H. MACE, now professor of history in Syracuse University, N. Y., in addition to his college work, is doing a great deal of university extension lecturing. Mr. Mace, as many Indiana teachers can testify, is an excellent institute worker, and THE JOURNAL is glad to know that he is to spend next institute season in this state.

DR. ALEXANDER MARTIN, for many years president of DePauw University, died recently after a brief illness. He resigned the presidency of the University a few years ago and took a professorship with lighter duties. Dr. Martin was a man of great force of character and served his day and generation nobly. Few men have lived to accomplish so much good.

DR. W. N. HAILMANN, superintendent of LaPorte schools, has been appointed superintendent of Indian schools with headquarters at Washington, at a salary of \$3,500. The above announcement is made in the daily papers just as the JOURNAL goes to press and there is not time to obtain further particulars. President Cleveland has made a fortunate appointment. Dr. Hailmann is capable and honest and whatever he does will be done with an eye single to the highest welfare of the Indian.

PROF. JAS. A. WOODBURN, of the State University, was married on Thanksgiving Day to Miss Caroline L. Gelston, of Ann Arbor, Mich. Miss Gelston is a graduate of Michigan University and has been a successful teacher for some years past. Prof. Woodburn is known to many Indiana teachers as a superior institute instructor and popular lecturer, his specialty being history. The JOURNAL extends hearty congratulations.

MISS GRACE H. WEAVER one of the most highly esteemed teachers of the Marion schools died recently after a sickness of only a few days. She was a native of Jennings Co. where she was educated and did most of her teaching. She has for the past four years taught in Marion and lived with her brother W. D. Weaver who is supt. of the Marion schools. It can be truthfully said of Grace Weaver that she did her duty as she saw it in all relations of life—what more can be said?

E. G. MACHAN, supt. of LaGrange Co., has been greatly annoyed for some years past by charges against him that were damaging to his character. He recently brought a suit for libel against the man who had made and kept repeating the false charges. Rather than abide the results of the suit the man charged with libel has made and published a full and complete retraction of all the false accusations. Mr. Machan's many friends will rejoice with him over the happy termination of this unhappy affair. At the close of the recent association his teachers presented him with a valuable silver water set and "The Prince of India."

BOOK TABLE

NO. 50, RIVERSIDE LITERATURE SERIES contains verses in prose and poetry for beginners in reading. These are selected from standard English and American writers. Price 15 cents. Houghton, Mifflin & Co., Boston.

THE CENTURY contains a new novel by Mark Twain. The great Christmas number contains a sermon by Phillip Brooks, seven complete stories, a magnificent array of full-page engravings, a new picture of General Grant, letters from Edwin Booth &c. Price \$4.00. With SCHOOL JOURNAL, \$4.85.

ST. NICHOLAS for December is as beautiful a publication as the most fastidious child can desire. Since its union with *Wide-Awake*, its size has been materially increased. It contains about 100 pp. Mark Twain's new story "Tom Sawyer Abroad," is as amusing as Mark Twain could make it. Rudyard Kipling if one of the contributors for the new volume. \$3.00 per year, with SCHOOL JOURNAL \$3.85.

ALL AROUND THE YEAR 1894, issued by Lee & Shepard, Boston, is one of the prettiest calendars of the season. It is printed on heavy bristol board, each month decorated with a pretty design. The decorations are chiefly figures of little girls in graceful attitudes. The twelve cards are fastened with silk cord, and a chain and rings make it possible to suspend it from any desired point. The regular price of this calendar is 50 cts. We will send it with the SCHOOL JOURNAL for \$1.75.

"MENTAL DEVELOPMENT IN THE CHILD," by W. Preyer, is another of the International Educational Series, published by D. Appleton & Co. This is one of the most interesting books of this valuable series. The author several years ago began a careful study of the development of the child's mind in the first five years of its existence. The results were published and make an interesting and profound study. The present volume is on the same general subject and gives the results of more extended observation. It is freed as far as possible from technical terms. It should be read by every teacher and every parent.

HARPER'S WEEKLY takes a front rank among American illustrated publications. It employs the best artists in the country and all the notable events are pictured forth on its pages. Its contents are fresh, clear and decided. No one doubts where the editor of the *Weekly* stands in politics and morals. A regular subscriber and reader of the *Weekly* is informed on all questions of the hour. *Harper's Bazar* is its authority on all the freaks of fashion. Its readers are kept up with the times not only on what to wear, but many of the details of house-keeping and home-making receive attention from its worthy editor, Margaret Sangster.

MYTHS OF GREECE AND ROME, narrated with special reference to literature and art. By H. A. Guerber, Lecturer on Mythology. Published by the American Book Company, Cincinnati, and Chicago. The student of literature is constantly meeting references to Greek and Roman mythology. He gets only the half meaning of the passage containing such a reference unless he knows the myth or fable that furnishes the illustration. The aim of this book is to present a complete and interesting account of Greek and Roman mythology in such a manner that the student will appreciate its great influence upon literature. And not only are writers in debt to the fables of the Greeks and Romans, but mythology has furnished art with more subjects for brush and chisel than any other source. The seventy-one full page illustrations in this book are copies of famous pictures and statuary found in noted European galleries. The illustrations alone which are photo-gravures are worth the price of the book. The closing chapter includes an analysis of myths by the light of philology and comparative mythology. A map, genealogical table and complete glossary and index adapt this little volume for constant use in the library and art gallery at home and abroad. The book is certainly a very valuable one and the public owe thanks to the American Book Company. Price \$1.50.

BUSINESS NOTICES.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-1f

READ the new advertisements this month. It will pay you.

BAKER & THORNTON, of Indianapolis, are dealers in kindergarten goods and primary supplies. Send for catalogue. 12-1f

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-1f

HOLIDAY EXCURSIONS.—Lake Erie and Western Railroad, Fort Wayne, Cincinnati and Louisville, Natural Gas Route, will sell for the Christmas and New Year Holidays, excursion tickets between all stations on its line, at the very low rate of one and one-third fare for the round trip. Tickets will be sold on December 23, 24, 25, 30 and 31, 1893 and January 1, 1894, limited going to date of sale, and good returning up to and including January 2, 1894. For tickets, rates, time and general information call on any ticket agent of the above route or address C. F. Daly, General Passenger Agent, or H. C. Parker, Traffic Manager, Indianapolis, Ind. 12-2t

FROM ARNOLD TOMPKINS.

By permission of Professor Tompkins I publish the following, contained in a letter which he recently wrote to a leading school man of this state. It will be read by thousands with much interest, because it is from a great man and expresses an opinion on some very important questions:

Can men who are at the head of independent normal schools be "*honest, earnest and efficient school men?*"

Can a school of such class have in it "*an elevating and wholesome spirit, cultivating in the student proper methods of work and right views of life?*"

The letter will speak for itself, and, if I may be allowed the indulgence, I would ask that those who read it would take special notice that Professor Tompkins speaks of the school of which I am principal, with a freedom that characterizes a great mind that can see and think without prejudice.

I admit that there is just reason for complaint against these schools. I think no one knows their weakness better than I do.

The problem of which Professor Tompkins speaks, that of making a school self-supporting and at the same time *thorough*, we claim we have solved, and, in my judgment, the men who have solved that problem enjoy a larger *professional freedom* than any other class of school men.

Following is the extract from Mr. Tompkins' letter:

"A week's work with Pres. L. M. Sniff and Prof. L. W. Fairfield, of the Tri-State Normal College, in the Steuben county institute, fully convinced me that they are honest, earnest and efficient school men. They are effective speakers, and plead the cause of education in good shape. The indications are that the Tri-State Normal College has in it an elevating and wholesome spirit, cultivating in the student proper methods of work and correct views of life. I hasten to say this in way of fairness, for you know I have always been a little shy of the methods and doctrines of private normal school men. The problem of making a school self-supporting and at the same time thorough is a great one. Let us hope it can be done, and encourage every honest effort in that direction.

ARNOLD TOMPKINS."

I shall be pleased to mail catalogue free to any address. Please see our ad. in this number of THE JOURNAL.

L. M. SNIFF,

President Tri-State Normal College, Angola, Ind.

THE INDIANA LEAFLETS, advertised on another page, are excellent helps, and should be in the hands of many teachers. See advertisement and send for a few specimens. 1-1t

MERRY CHRISTMAS!—Holiday excursions at very low rates to and from all stations on the Big Four Route. Tickets on sale Dec. 23, 24, 25, 30 and 31, 1893, and Jan. 1, 1894. Tickets good returning until Jan. 2, 1894. For tickets and full information call on agents Big Four route.

To COUNTY SUPERINTENDENTS:—The undersigned (lately Professor of Mathematics in the National Normal University, Lebanon, Ohio,) desires engagements for work in the county institutes of Ohio and Indiana, during the months of July, August and September, 1894. Eighteen years' experience; high grade professional work; usual terms. Address, W. A. Clark, 5 Lee St., Cambridgeport, Mass. 11-3t

WALTER BAKER & Co., the largest Cocoa and Chocolate Manufacturers on this continent, have carried off the highest honors at the World's Columbian Exposition. They received from the board of judges the *highest awards* (medal and diplomas) on all the articles contained in their exhibit, namely, breakfast cocoa, premium No. 1 chocolate, German sweet chocolate, vanilla chocolate, cocoa butter. A copy of Miss Parloa's "Choice Receipts" will be sent free to any housekeeper on application, by mail or otherwise, to Walter Baker & Co., Dorchester, Mass.

1-1t

BIG PLACES VACANT.—Presidency of College, \$3600; Presidency State Normal, \$3000; Superintendency City School, \$2000; Physics and Biology, City High School, each \$1500; Mathematics, two positions, College, \$2000 and \$900; History, College, \$2000; Mining and Metallurgy, College, \$1800; Chemistry, College, \$1000; Lady, Principal, Academy, \$1000; Lady Training Teacher, State Normal, \$1000; Lady for Music, \$800; Places vacant for Sept. '94. Mr. C. J. Albert, manager of the Albert Teachers' Agency, 211 Wabash Ave., Chicago, has already been asked to name candidates for these places, as well as for many smaller ones.

1-1t

The whole art of teaching is in the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards. In order that knowledge may be properly digested it must have been swallowed with good appetite. It seems to us that the United States School Furniture Co.'s Topographical Relief Map of the United States must prove a resistless incentive to the study of Geography. It teaches ideas and the right ones, too, instead of words. Progressive teachers will be interested in it. IT IS EDUCATIONALLY SOUND and stands for just what rational education is striving after. The publishers have offices in Chicago, New York and Sidney, Ohio.

11-tf

A NEW DEPARTURE.—The National Mutual Life Insurance Company of New York occupies a new field of life insurance. It issues policies to many persons who by reason of occupation, over or under weight, former illness, family history, etc., etc., have heretofore been denied the benefits of life insurance by other companies. This is done by charging a rate corresponding with the risk assumed, the same as fire, accident and marine insurance. Hitherto this idea has been lost sight of, and applicants for life insurance who could not conform to certain cast iron rules in which prejudice often plays a larger part than common sense, have been rejected and unable to obtain protection for their families. Scores of people can be found in every community who have been rejected by some life insurance company, who, by continued good health, have proved themselves good risks and have lived longer than many who have been accepted. We are of the opinion that a very large proportion of these risks could be written with safety and profit by a proper system of rating. It has been successfully done in England for the past thirty years. The National Mutual Insurance Company has originated the Adjusted Rate Plan and proposes to extend the benefits of a good insurance on a perfect, sound and equitable basis, to a large class of deserving persons who, for trivial reasons and technicalities carried to an unwarranted extreme, could not obtain the insurance of which they stand specially in need and provide means of comfort and happiness for those they leave behind them.

THE INDIANA LEAFLETS

(To Correspond to the Course of Study Now in Use in Western Schools.)

No. 1, Bryant's "Death of the Flowers," 5 or more 1c each; No. 2, Bryant's "Thanatopsis," 5 or more 1c each; No. 3, Whittier's "White Mountains," 5 or more, 1c each; No. 4, Bryant's "The Flood of Years," 5 or more 1c each; No. 6, Irving's "West Minster Abbey," 5 or more 3c each; No. 7, Holmes's "Old Ironsides," 5 or more 1c each; No. 8, Patriot's Day exercises, 5 or more 3c each; No. 9, Indiana Authors, 5c per copy.

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Address **SUN PUBLISHING HOUSE, RICHMOND, IND.**

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THE STATE TEACHERS' ASSOCIATION.

The fortieth annual convention of the Indiana State Teachers' Association was held in the Hall of Representatives, State House, Indianapolis, Ind., December 26, 27, 28, and 29, 1893.

On the evening of December 26, the meeting was called to order by the retiring President, J. N. Study, of Richmond. The exercises were opened with a duet by Misses Emma and Lella Parr, of Indianapolis, after which prayer was offered by Dr. D. W. Fisher, of Hanover College. Mr. Study said that he refused to inflict upon the association a valedictory address as there was no precedent for such a proceeding. He then introduced the President-elect, L. O. Dale, of Wabash, who delivered his inaugural address on the subject, "The Relation of the Public Schools to Good Government." The following is a synopsis of Mr. Dale's address:

I. The nature of our government—(a) the people the government; (b) laws made and executed through representatives; (c) the above not clearly understood by the majority.

II. Evils in our political organizations and civic affairs in general—(a) evils mentioned, as buying votes, ballot-box stuffing, lying, bribery, etc.; (b) cause of evils—(1) indifference on the part of the better class of citizens in political affairs; (2) conscienceless politicians allowed to control politics; (3) organized political machinery; (4) a general acquiescence in evil practices as not being subject to correction, *i. e.*, not possible to correct.

III. The unwelcome object lessons which these practices furnish the young—(1) patriotism, honesty, etc., destroyed.

IV. The crying need of training in citizenship—(a) knowledge of our government in its essential nature, this knowledge to be gained by study of our constitution; (b) more general intelligence and higher moral purpose needed in civic life.

V. Our schools the only institution that can effectually check the tide of destroying influences—(a) home, pulpit and press do *some* good, but it is incidental and desultory instruction; (b) our schools the hope of our country; (c) perpetuity of our government must rest on education of the masses.

VI. Civil government should be taught in all public schools, elementary political economy and sociology in all high-schools, and advanced political economy and sociology in *all* normals, colleges and

universities; (a) texts suitable for teaching civics placed in teachers' and young people's reading circle courses.

VII. Summary of benefits from a more general education in citizenship and its duties.

The association was now favored with a vocal duet by the Misses Parr, after which Howard Sandison, State Normal School, gave an address on "The Co-ordination of Studies. [This will be printed in full in a later issue of the JOURNAL.]

Under the head of Miscellaneous Business the committee on the nomination of officers was appointed. Adjournment.

WEDNESDAY, DEC. 27.—Miss Emma Parr sang a solo. Prof. A. R. Benton, Butler University, conducted the devotional exercises. The first subject discussed was "State or Public Education." This was a symposium and Joseph Swain, President Indiana University, read the first paper, "The University and the State," in which he said:

In coming before the teachers of the State Association of Indiana for the first time as the representative of the State University, allow me to bear its message of good will to this body. It is the desire of the State University to enter into still more cordial relations with the schools of the state, and lend a helping hand in every way that it can to strengthen the primary and secondary schools. While the University wishes in every way to be helpful to the lower schools, it would recognize no less emphatically the reciprocal relationship and interdependence.

I would attempt to show, (1), that the State University in the United States has become as distinctly a recognized part of our school system as the common schools, and like them is the result of a national spirit. (2), Some reasons for the existence of a State University. (3), Some things the University should do for the State.

To the early colonists learning was a trust which had been carried across the sea to be fostered and handed down to posterity and it was alike sacred to the church and to the society of a new community. In this early period, a tendency toward that which educated the individual as a sovereign citizen and prepared him for the duties of the State, was wanting. The first schools in this country were copies of the English schools, but the financial, intellectual and moral forces of the old country were lacking in the new and the American schools could not rival their foreign prototypes. In this condition of affairs, the colonial government came to the support of the schools and furnished an income by means of taxation.

In the early colonial education the Church and State were closely allied. Its dominant spirit was benevolence. The whole emphasis was upon moral elevation and the support of religion. After the Declaration of Independence sentiments were advanced in favor of universities, "created, controlled and supported by the state." There was a new demand for a political education, "an education of the individual as a sovereign citizen." The state not only recognizes the necessity of higher education for the elevation of its subjects, but by exemption from taxation it encourages private and denominational schools, as well as state schools.

The belief in state higher education by Washington, Jefferson, Franklin, Monroe and later, Edward Everett, and all American statesmen of this order, has been a powerful stimulus to its promotion. The belief of Jefferson that the university is as much a public trust as the primary schools, is one that is receiving practical acceptance in the development of state institutions in the west and northwest. This is no more a marvellous fact than the development in the last decade of

the Universities of Michigan, Wisconsin, Minnesota and other state institutions.

I recently sent out circulars to fifty different colleges of the United States asking for figures showing the growth in the last decade. I find that while the income has about doubled in these institutions the attendance has much more than doubled. When we consider that the population has increased in the United States in this period about 25% this shows a marked growth in the estimate placed on the value of higher education. The growth is specially decided in state institutions.

A State University is indeed a public trust, and sooner or later, the people of the state will see to it that the State University is built "higher, broader and deeper" than any ideal which we now contemplate. It is well that Leland Stanford and John D. Rockefeller devote their millions to the building of great universities, but were there such an endowed institution in every state in the union, it would only strengthen and not retard the growth of the State University. In contributing to the maintenance and growth of the State University, we not only make better every high school in the state, and therefore the common schools, but every step of the university in advance compels like steps in the other colleges and private schools of the state. The history of a state university is indelibly written in the history of the state.

"That unworthy theory of the state," says President Angell, "which makes it a mere policeman to protect life and property, has rarely appealed to men as strongly as the Aristotelian conception, which commands the state to seek every high noble end that it can secure better than the private citizen. This obligation of the state rests upon the acknowledged necessity in a Republic for the diffusion of intelligence and the nurture of character."

It is sometimes said that it is unnecessary to have state education when we have denominational colleges. If such schools in the state had ample means to teach the students asking for admission this might have more force, but there is not a college in Indiana that has either force or equipment to teach in the best way the students already there. The demands of students have grown more rapidly than the means of instruction.

Some oppose the State University on the ground that all cannot use it. This is as valid against high schools as against universities. On the same ground it has been said bachelors or childless men can object to being taxed for the common schools. If the University existed merely for those who are students within its walls this might be valid, but as a matter of fact, the state gets the benefit of the finished product. Has the skilled physician most benefited himself or the community? Has the teacher most benefited himself or his pupils? Graduates of universities cannot, if they would, appropriate to themselves the fruits of their university training. "The University thus pours its blessings through all channels of life in the state."

The University is sometimes opposed on the ground that it is unjust to tax men of modest means to support a university, as none but the wealthy can go to college. The statistics of the State University do not support such a view, as more than half of the students in our state institutions are sons of farmers and mechanics. The number of poor boys who have earned their own money and sent themselves to college is increasing from year to year, and these are a healthful and elevating influence in the college.

It is a general principle that improvement in educational affairs comes from above downward. The training, taste and character of parents are important factors in the development of children. The private and public character of our statesmen and other men of prominence has a marked influence upon the characters of the masses of the

people. Looseness in the morals of public men often furnishes an excuse for wrong doing on the part of men in the lower ranks of life.

In an even more marked way the high school depends on the university for standards of scholarship. It should be a principle of action in the university that a mere graduate of an institution could not be elected to a professorship until he had taken a graduate course under the best teacher the world affords in this line of work. It is believed that such contact with a great teacher of another institution of the highest order not only insures a more thorough scholarship but gives a breadth of view of university work which is of vital importance to his highest efficiency in the university. It should be the aim to select our teachers for our universities from the ablest young men who have studied under the greatest masters in our day in their specialties. In this way the state institutions should bring to the state the best thought of the world. This best thought should go to the high school through our college graduates who teach in the high schools and thus be disseminated throughout the state.

Thus has come to the state the thought and inspiration of Agassiz in the study of animal life, of Asa Gray in the study of plant life, of Sylvester and Chrystal in the study of mathematics, of Tait, Thompson and Helmholtz in the study of physics, of Zeller in the history of philosophy, of Pickering and others in the study of astronomy, of Hall in pedagogy and experimental psychology, of White in history, of Goodwin and Gildersleeve in Greek; Fresenius in chemistry, in English, Cook and Hart. Next to having in our colleges the great masters is to have their disciples who can at least teach the thoughts of the masters.

I am glad to believe that the time is approaching when only the men of advanced training will be elected to teach in the high school. I think that the notion is fast gaining ground that a teacher in the high school should be college trained. With each year the number of college men sent out to teach in the high school is increasing. This is as it should be. No teacher should undertake to teach all he knows of a subject. The teacher of mathematics who undertakes to teach algebra and geometry without knowing analytical geometry may succeed in the eyes of his pupils, but he cannot have the highest success, for no one fully understands algebra and geometry until he studies analytical geometry. Thus the high school needs the university. It is one function of the university to equip young men and young women for this work. An important step toward efficient work in the high school is made when the state supplies generously the need of its higher institutions.

What can the university do for the state? In discussing this phase of my subject I wish to disclaim for a State University the exclusive occupation of the field of higher education in the state. While I believe that most states in justice to themselves, will see sooner or later, that a wise state policy demands for the highest interest of the state that the State University shall become the leading institution of the state; yet it would seem to be an historical fact that no institution in Indiana has assumed that commanding place among universities that enables the people of the state to say, with unerring certainty, that here is the institution upon which we depend for the highest education of the state. No institution, private, denominational or state, has yet had that financial support which is necessary for the maintenance of an institution of the highest order.

The logic of events would seem to indicate a continued and rapid development of our state universities. I am fully persuaded that nothing would so stimulate and vitalize our whole system as a more liberal financial policy toward all our higher institutions of learning. Higher education has done much for the state already, but if the money at the disposal of our colleges were twice what it now is, the good results to the state would be more than two-fold what they are now.

The universities should send out into every county of the state to her schools, to her professions and her trades, strong men and women who are trained in right living and "straight" thinking and who by this training are armed against shams in education, religion and politics. Enough money is annually wasted in the administration of public affairs alone to train an army of young men in a knowledge of the affairs of state. This is an age of specialization, and the complex questions of capital and labor, the best methods of municipal government, the best method of taxation, how far protection or free trade should be encouraged, a study of the vexed questions of finance, the wisest method of treating criminals, the most humane method of treating insane people, the best sanitary methods, the best means of dispensing charity, these are only a few of the many scientific questions which must be settled, if at all, by the searching methods of the scientific and trained specialists.

The great problems of our day, scientific, historical, political and industrial, can only be settled by those who have special training for their special work. We are living in an age when there is a demand for re-examination in all things. We are not willing to say that anything is true or that any method is the best method until all the facts are examined by those who know how to estimate the value of the facts from which the conclusions are drawn. The modern university is an institution where all subjects are considered of equal value and the great ambition of the teacher of each subject is that he himself shall first gain a complete mastery of his subject and that he shall be able to assist his students to such mastery; and in the second place, shall be able to contribute something to the sum total of human knowledge in his own line of work. The university does not do its duty to the state if it does not in some degree at least widen the field of human knowledge. It is chiefly through the discoveries and contributions of original workers that those facts and principles are discovered, through which the state seeks a more advanced stage of civilization and culture.

It is easy enough to make a catalogue of the things the university should do for the state, and show by an appeal to history that even from a financial point of view higher institutions of learning have been worth much more than they have cost, but the best thing they have done is in the way of intellectual freedom. Every dollar expended properly in a university is so much toward freeing the human mind from the bondage of prejudice, ignorance and superstition. To free the American slave from the shackles of human slavery was a holy office, but to provide the young men and women of our country with the means and opportunities of freeing themselves from all the shackles that bind them to the lower allurements of life, is not only a holy office but the highest obligation of the state.

The state is fulfilling its highest duty to itself when it gives its children the opportunity to develop every faculty of the human mind.

E. E. Griffith, superintendent of the Institution for the Blind, presented the second paper.

A. C. Johnson, Superintendent Institution for Feeble-Minded Youth, next in discussion, was absent. T. J. Charlton, Superintendent Reform School for Boys, who was to further discuss the subject, could not be present. After a short intermission, the association was favored with a solo by Miss Alice Whitsell, of Knightstown. Mrs. Emma Mont McRea, of Purdue University, read a paper on "Literature and Life."

"Literature is truth translated into beauty." What is truth? What is beauty? Literature should not reveal the false, the distorted, the depraved, the horrible for the sake of the portrayal. It should reveal the true, the normal, the exalted, the pleasing, not for the sake of the

portrayal alone, but for the eternal truth in them. It should reveal the false, the distorted, the depraved, the horrible for the sake of the truth revealed by them.

Literature as a contribution to life: It makes one cosmopolitan as to time and space; it awakens appreciation of man's struggles and sympathy with them; fosters the fancy; it develops practical fancy; it gives contact with the world of heroism and results in practical heroism. Its results upon individual character are imagination, reverence, reason, optimistic philosophy of life.

Literature—an art, a revelation of the divine, does lead to the development of life in harmony with the divine.

In the absence of Mrs. M. C. Dennis, of Richmond, Miss Adelaide Baylor, of Wabash, opened the discussion. She said:

"Natural things
And spiritual,—who separates these two
In art, in morals, or in social drift,
Tears up the bond of nature and brings death;
Paints futile pictures, writes unreal verse,
Leads vulgar days, deals ignorantly with men,
Is wrong, in short, at all points. * * *
Without the spiritual, observe,
The natural is impossible; no form,
No motive! Without sensuous, spiritual
Is inappreciable; no beauty or power."

Herein lies the secret of true literature; a recognition of the co-ordinating value of real and ideal, and expression of this in prose and verse.

The Greeks endowed the heroes of their tragedies with the greatest moral potency, and then placed them under limitations which would bring about a struggle involving the exercise of these superior moral powers to their fullest extent. Goethe, living in an age when the problem of reconciliation of outer with inner was fast becoming a part of all social questions and finding its solution in different philosophical systems, finds his answer in art, where to him appears the presence of the infinite with the finite. True art was distinguished from a depraved realism on one hand, where there was an over-balance of the material side—and from idealism on the other. Art is nature at its best and freest. To man it is the reconciliation of freedom or individuality with law or necessity. Goethe's writings bear out the same thought. Wilhelm Meister, Iphigenia and Faust are expressions of the soul, struggling with its limitation, seeking the necessary reconciliation of ideal and real, and finding it in the final triumph of good over evil. The hero of Sartor Resartus, unable to reconcile his ideals with what the world furnished him as real, passed through stages of fear, doubt and despair, and, at length, found harmony in doing the little he could do, in contributing his mite to the elevation of society, no matter if he be only an atom in the great universe.

Silas Marner, stupefied by the treachery of friends, cast out from society, misunderstood, finds harmony when a living, breathing child comes to claim his attention and sympathy.

Shakespeare, the immortal, touches this on all sides; the secret of his wonderful power is his ability to grasp the problem in all of its phases, and to depict the real in its relation to the ideal.

The books of the Bible, poems of Homer and Dante, pages of Dickens and Thackeray, annals of Herodotus, Prescott and Motley, are all illustrations of the ideal pleasures which eager humanity has pursued and the pains by which it has been thwarted.

Records of past history reveal to us "scenes of disaster and bloodshed, deeds of unflinching but valiant tyranny, superhuman and successful resistance, heroic self-sacrifice." In fiction, the rewards of virtue and

pure-mindedness are shown, as when after his perilous journey on the Golden River, before little Gluck, gazing into the Treasure Valley, "fresh grass sprang beside the new streams and creeping plants grew and climbed in the moistening soil. Young flowers opened suddenly along the river sides, as stars leap when twilight is deepening and thickets of myrtle and tendrils of vines cast lengthening shadows over the valley as they grew.

"And Gluck went and dwelt in the valley and the poor were never driven from his door; so that his barns became full of corn and his house full of treasure. And for him the river had become, as the dwarf promised, a river of gold."

Everywhere we turn to true literature, it touches life in its real and ideal aspects. It is the expression of an individual moulded by contact with other individuals, having within him ideals demanding expression with the real. His work extends from the age in which it is written to succeeding ages, and is enduring to the extent that it touches the two sides of life. The poem which springs up in a night and passes away with the break of dawn, does not touch the life; but the works which find appreciation centuries after the period in which they were written has become a portion of recorded history, are the works which tell of struggles existing to-day as truly as they existed centuries ago, and will exist years hence. Such works teach ethical principles, have for their basis a moral motive, depict the real in any of its unpleasant features, only to bring out the ideal more clearly and to teach a lesson to the reader.

The man who reads these works ceases to be narrow; finds himself a part of a harmonious whole, feels himself in contact with his fellowman and learns that he must contribute to the happiness of others. A larger purpose develops within him and Altruism gradually supersedes pure Egoism. Through a knowledge of the struggles of others in pursuit of their ideals, he learns better how to struggle, how to bear up under defeat, what defeat means, how to triumph and how to interpret the same. Literature belongs to humanity—finds its origin in human experience, is a means of communicating these experiences to others.

It comes from life and living and contributes to life and living. True literature gives a man's highest and best thoughts to his fellowmen, it is the writer's religion, his creed, told after the manner of realities. Through it one soul communicates with another, and no matter what the change that takes place in the character of published works, consequent upon the changes in social conditions, this pure, high, literature will have a place.

A prominent writer has said—"The strongest part of our religion to-day is its unconscious poetry—in the poem, where it is worthy of its high destinies, the race, as time goes on, will find an ever and ever surer stay. Good literature will never lose currency, no matter what the momentary appearance—will never lose supremacy. Currency and supremacy are insured to it, not indeed by the world's deliberate and conscious choice, but by something far deeper—by the instinct of self-preservation in humanity."

Miss Anna C. Flynn, of Vincennes, continued the discussion.

Arnold Tompkins, of Chicago, read a paper on the "Law of the School." [This will be published in full.]

Cyrus W. Hodgins, of Earlham College, opened the discussion of this paper. He said:

"The outer forms and laws are stepping-stones to the inner living idea." This has been true of other sciences than that of teaching. The astronomy and chemistry of to-day were reached through the astrology and alchemy of the middle ages, but it is not until the central, all-controlling, organizing inner law has been discovered that

True scientific progress has been made. The empiricist has always preceded the scientist, but, whether in the realm of nature or spirit, he has gradually struggled into the light and power of law, and when the law has been applied progress has been increasingly rapid.

This relation of the outer forms to the inner idea, of the empiricist to the scientist, makes it unwise to break with the past or with environment. The American and the French revolutions furnish illustrations worthy of study. The first sought to maintain and improve the existing conditions, and accomplished its purpose with a minimum of bloodshed, securing a maximum of good, while the second tore up root and branch of existing institutions, and resulted in a maximum of bloodshed and a minimum of immediate good.

The law is not in the machinery of the school, but in the co-operative relation of teacher and pulpit, the essential elements of the school. This co-operative effort is for the child, not for the teacher, not for the machinery of the school.

That is a much higher professional consciousness which feels the universal value of any given lesson to the life of the child than that which comprehends merely the mental processes or the machinery by which the processes are accomplished. And yet too many of us have worked with the process and the machinery in mind, rather than the growth of the child.

The law of the school points, not to the perfection of the process of teaching, nor to the perfection of the teacher, but to the perfection of the child. There is a divine corollary of this law, viz., that the self-forgetful teacher, superintendent, school officer or even janitor, who sees the law and moves in harmony with it toward the true end, will himself be in the process of perfection, while he who, remembering himself, forgets the child, tries to save his own life shall lose it. This supreme law gives sanction to nothing less than the unfolding life of the child toward its perfection in harmony with the universe, i. e., all the work of the teacher, all the machinery of the school, all the efforts of the school officers must lead to this one supreme end.

The teacher must not break with the past, with the old, with his environment, but turn all these to account. He must recognize that his knowledge of the law and its application, like its own inherent working, is an evolution, and take his place as an instrument under the law. The law, comprehended, will tend to the solution of a multitude of otherwise vexing problems; and he who does his work in accordance with the law may rest in confidence that its legitimate results will come to pass.

The paper was further discussed by W. B. Woods, of Chicago.

The following telegram was received:

LANSING, MICH., Dec. 27, 1893.

President Indiana Teachers' Association, Indianapolis, Ind.:

The teachers of Michigan send greeting and bid you God-speed. We will meet you at the National Association. H. O. HOYT, Sec.

The president was authorized to formulate and send a response to this telegram.

A motion was carried that a committee be appointed to confer with superintendents wanting teachers and teachers desiring places.

The president announced the following committee:

On Reading Circle Board—F. A. Cotton, R. I. Hamilton, Quitman Jackson, H. W. Curry and E. A. Remy.

On Resolutions—J. W. Layne, J. F. Scull, T. A. Mott, Miss Adelaide Baylor and B. F. Moore.

This session witnessed the largest attendance in the history of the organization. Adjourned.

THURSDAY, DECEMBER 28.—After a vocal solo, the devotional exercises were conducted by Dr. Burroughs, of Wabash College.

Jesse H. Brown, Indianapolis, Director of the National Educational Association for Indiana, submitted the following:—That this Association appoint a committee to co-operate with the officers of the N. E. A. for Indiana in disseminating information in regard to the meetings of that association to be held in the city of Duluth, July 10th to 14th, 1894, and endeavor to secure a large attendance from the state. On motion, the chair was instructed to appoint a committee of five for that purpose.

A symposium, "The Bible in the Public Schools," was next on the program. Dr. Burroughs, of Wabash College, was the first speaker. The branch of the general subject discussed by him was "Moral Education in the Public Schools." [This will be published.]

Continuing the discussion of the same general theme, Rev. F. E. Dewhurst, Plymouth Church, Indianapolis, read a paper on "The Pedagogics of the Bible." [This will be published.]

Mrs. E. L. Hailmann, Laporte, who was to take part in the discussion, was unable to be present on account of illness. Her subject was "The Bible in the Life of the Child."

After an intermission, President Dale announced the committees as follows: On National Education Association—L. H. Jones, Indianapolis; Cyrus W. Hodgkin, Richmond; D. W. Thomas, Elkhart; M. Seiler, Terre Haute; Edward Ayres, Lafayette.

On Teachers and Positions—J. N. Study, W. A. Bell and Walter W. French.

T. F. Fitzgibbon, Elwood, presented a paper on "Tendencies of Prevailing Methods of Promotion and Reports." The following is a brief outline of the paper:

Statistics, testimony and personal observation indicate that promotions in the organized schools of the state are made largely through the periodic written examination for which the teacher gives the pupil a special review, the examination questions coming, in a large measure, from some source beyond the teacher. The superintendent prepares the questions for the pupils and the teacher prepares the pupils for the questions.

The value of the examination as a form of written recitation is not denied, but as a "passing" device this paper wishes to question it. To promote a pupil is to lift him out of the conditions and practices which he has outgrown to a plane of new conquests and possible victories. The determining factors in promotion are earnestness of purpose, native ability, mental development, organized knowledge, physical strength, age, ethical tendencies and æsthetic conception. The periodic written examination does not comprehend all these points, hence it is narrowing in its tendencies. Where the teacher is permitted to estimate in part the pupils' standing for promotion her judgment is apt to be biased by the superintendent's examination questions. Testimony and observation confirm this fact.

The system of reports in vogue is the complement of the above method of promotion. It is not strange that those superintendents who rely most on periodic examinations to determine standing of pupils exact the greater number of reports. Formalism begets formalism. Statistics show that in a majority of schools teachers are burdened with useless reports.

Teachers are accused of being narrow, of possessing facts rather than ideas, of knowing little and caring less for the broad world beyond the schoolroom, of moving in ruts rather than on the extended plane of progress. Not one of us is rash enough to deny the charge in full. Can we not trace the cause to the mechanism in our system? The prevalent system of promoting and reporting narrows the life of the superintendent, the teacher and the pupil by binding them to the mechanical side of the school. It gives to the patrons and community wrong school conceptions by keeping prominently before them the mechanism of the school. It tends to destroy the personality of the pupil, that which gives him selfhood as well as brotherhood, that on which representative government must stand if it stand at all.

This paper was discussed by C. E. Morris, of Salem, and Robert Spear, of Evansville. In the main points of the discussion they agreed with the paper but were disposed to use and not abuse examinations.

Mrs. Ida M. Davis, president of the Terre Haute School Board, read a paper on the subject "Trustees of the Public School." The following is an outline:

"The trustees of the public schools form the connecting links between civil and domestic society. The families of our country are on one side of the office, and our whole political fabric on the other. Among free people there are several kinds of organic life. One of these relates to the domestic estate. The domestic life is organized into families and communities. Public society is also organized on a political basis. The one form of organic life is expressed in the commonwealth or state. The other form is expressed in the household, and in that somewhat indefinite thing we call social life. There are only a few points of contact between these two forms of organic life. The most important of these is the link binding the one to the other and consisting of that official body called the trustees of the public schools. These officers are appointed by the body politic to attend to interests that are largely of domestic and social concern. Our schools are populated from the families of the commonwealth. Presumably, all children are members of some household. Out of households the children are gathered and committed, under the authority of law to the guardianship of teachers. The office of the teacher is parental in large measure—not wholly parental, as some are disposed to say, but the relation is mostly of the kind defined by that word. The trustees of the public schools are thus public officers, representing the commonwealth, but having to do almost exclusively with social and domestic interests. They form the connecting link by which the social life of our people is bound into union with the civil life; and it is this peculiar relation of the trusteeship that gives to it its special importance in our economy. If it were not for this office or some other office like it, American society would fall asunder. The domestic and social life would sink to a lower level, and probably become chaotic, as it was before the institution of the public schools. On the other hand, the civil life would part company with the social life, leaving a chasm between the two classes, with officiality on one side and domesticity on the other. The two halves of our organic life would stand on opposite banks, but could hardly pass and re-pass with ease and safety.

"Every board of trustees is a court with its practice, its causes and decisions. While the trustee's court is covered by law, while it has the statute for its guide and direction, it has, most of all, ethical, moral and prudential principles as to the rules of its practice and the source of its decisions. There is no place of controversy in the world where moral principles and every kind of equity is to be more regarded than at the sessions of a capable board of school trustees. The rule just stated is one of the facts which so strongly suggest the choice of

both men and women to the trustee's office. Does it not stand to reason that equitable and moral considerations will weigh more truly and determine more exactly whatever is done in a mixed board than in one composed of either sex exclusively? Have not women the same concern in the schools and their administration as men have? Have they not an equal fidelity in the discharge of duties committed to them? If they constitute more than seven-tenths of all teachers in our commonwealth, is it not rational to think that they ought to constitute a large percentage of those official bodies to whom all teachers are responsible and from whom their election proceeds? Will any dare say that women have not the capacity and the conscientiousness for such a duty?

"I will speak on this occasion for the extension of the practice now prevailing to so limited a degree in our state of electing capable women to serve on the board of school trustees. The practice can but result in good. It must consolidate the interest of all in that great fact which is the concern of all, namely, the public school. We believe that in those cases in which women have been so chosen to this office they have performed their duties with unusual zeal and fidelity. Without neglecting any of the duties to which they are naturally assigned in the social and domestic economy, they have applied themselves with knowledge and discretion to the work of school management and supervision. They have, we think, made themselves agreeable and honorable associates for the male members of the board and have contributed by the peculiar faculties which they possess to the strength and efficiency of the trustee's office.

"It is the crowning dignity and pride of the trusteeship that it is allied with the educational interest of the country. Trustees are, or ought to be, educators. They train with educators and belong with them as a class. Their affiliation with office holders is only incidental. It is not meant that all office holding is not honorable when honorably administered; but the larger part of office holding is so interlocked with intrigue of party and political machination as to make it of bad reputation in the estimate of the thoughtful. The trusteeship holds so slightly to the office-holding community and so powerfully to the educational interest as to make it a social and civilizing force in every community where it exists. The trustees are affiliated by their office with that great body of teachers upon whose skill, good conscience and fidelity to duty the character of the next generation of citizens so greatly depends.

"Trustees are thus enrolled with the makers of good citizenship. They belong by profession, not to the convention, but to the educators' guild. They are at home in all school meetings. Their libraries are replenished with educational literature; their thoughts are occupied with the schools. Their hopes and anxieties rest with teachers, superintendents, parents and pupils. Their duties bind them day by day and month by month to those delicate intellectual and spiritual processes by which the child mind is wrought at length into the man mind and woman mind, capable of the greatest things. Their energies are consumed with tasks which, though they bring no great emolument or fill the air with buzzing of applause, do nevertheless confer upon them who hold this office and discharge it with fidelity the unspeakable reward of self-approval, the consciousness of duty unselfishly done in the cause of truth and progress."

Edward Ayres, Superintendent Lafayette schools, followed with a paper on the same subject. He said:

The legal responsibility for the selection of teachers is in the hands of the board, but the wise board will accept without hesitation, in most cases, the recommendations of its superintendent, and will leave the teaching force entirely in his hands and under his control. The formulating and adapting of a course of study for the schools of a city is

professional work, and should be left wholly to the superintendent. There is no way in which a superintendent can work so effectively upon the schools under his charge as through the course of study, and much time must constantly be spent by him in modifying and revising it in accordance with new ideas which are the result of his study of the needs of his own schools and his knowledge of what others have done and are doing under similar conditions. Such work requires much time and thought - time and thought which the superintendent should be granted. There should, in all their work, be the closest sympathy between the superintendent and the board, perfect confidence and frankness, and openness on both sides. They should inform him of any criticisms they may hear of his work, support and sustain him in times when he needs their support.

After making announcements concerning the meeting of the different sections and the elocutionary and musical entertainment for the evening the president introduced Narisima Charya, of Madras, India, who spoke briefly of the educational advantages secured to the natives of his country with recent years. Adjourned.

FRIDAY, DEC. 27.—The first exercise was a duet, "In the Cross of Christ I Glory," by Mr. and Mrs. W. H. Glasscock, of Greenfield. In the absence of Dr. Coulter the usual devotional exercises were omitted.

A committee of ladies appointed by the Women's Relief Corps of the State to encourage the teaching of patriotism in the public schools, was present and submitted a recommendation that patriotism be taught in some form in all the schools.

The association was then favored with a duet by Messrs. New and Glasscock, of Greenfield.

Joseph Swain, President of State University, presented the following resolution suggested by the Indianapolis Society of Hygiene:

Resolved, That this association favors the teaching of Hygiene and Physical Culture in all colleges and schools and it is further

Resolved, That this association give its influence and encouragement to this cause at all times, and it promises specially to consider the subject at the earliest moment practicable.

Mr. Swain suggested that the resolution be referred to the incoming Executive Committee which would provide for a paper on the subject for the meeting of the association next year. On motion of Mr. Bell, the association concurred in the suggestion.

George P. Brown, editor of the Illinois School Journal, not being present, Supt. Lewis H. Jones, Indianapolis, next on program, read a paper on "The Educational Doctrines of Herbart." Mr. Jones said:

The Herbartian doctrine of education was not new as to its material thought. There is at this time a revival of its main principles under new terms and in new surroundings. This leads many to believe that a new specific in educational methods and practices has been discovered. After these admissions the field is clear for saying that it is not necessary to seek the new alone in order to find worth in educational theories. It is often a greater boon to mankind to find some practical application of a great principle already known than to discover another principle in the abstract. It is Herbart's statement of what constitutes morality or makes up character that is of supreme consequence. In placing character higher than mere scholarship he does not belittle the latter. Morality is set up as the goal of a series of natural movements by

which the spirit is led to find its powers and to use them in rational ways. A multiplicity of subordinate ends in education is conceded, but they are, one and all, subordinated in the final analysis to the higher one of moral perfection in the individual. Herbart says: "To the true educator is given a vast and noble work, viz., to penetrate the innermost core of the mind-germ entrusted to his keeping, and, leaving the better part of its individuality intact, to inculcate it with thoughts, feelings and desires it could never otherwise have obtained. These, when absorbed into itself, will continuously help to guide and determine its aftergrowth." If there be error here at all it would seem to me it would be in the inclusiveness he gives to the power of the teacher, and the too little reverence for the inherent powers and tendencies of the human spirit.

After a short intermission, the association listened to a solo by Miss Cora Nicholson, of Anderson.

The ninth annual report of the Teachers' Reading Circle, and the fifth annual report of the Y. P. R. C. was read by W. H. Elson, President of the R. C. Board of Directors, and was adopted as read:

This is the ninth annual report of the Teachers' Reading Circle and the fifth annual report of the Young People's Reading Circle made to this association. The record is one of continued growth and prosperity. From small beginnings they have grown to enormous proportions and they wield no uncertain influence in the upbuilding of the schools of the state. The enrollment in the Teachers' Circle for the past year shows 11,916 members and in the Young People's Circle 125,000 children. This means that out of 13,000 teachers in Indiana 12,000 are actively engaged in reading circle work, and out of 750,000 school children in the state one-sixth are members of the Young Peoples' Reading Circle. These figures show the capacity of both circles for growth in point of membership. No other state in the union approaches these numbers. I know of no other state that enrolls to exceed 3,000 members in its Teachers' Circle and none that exceeds 4,000 in its Young Peoples' Circle. It is gratifying to your board, and will be to you, to know that Indiana has the opportunity to show the way to other states seeking light as to how reading circles may be made efficient and helpful agents in public education. There is constant inquiry for information as to means and method, and as to the spirit of progress which must surely animate the Indiana teaching profession to be able to realize such substantial results in voluntary reading enterprises.

"It is the one settled policy of the board of directors to select only good books—books of approved merit—and it is believed in this particular we are justly mindful of the circle's highest good, and we feel the selections made warrant and have your unqualified approval.

"In the method of the distribution of books of the Teachers' Circle there is much satisfaction, and it is believed no simpler or better arrangement may be made, but in the method of distribution of books for the Young People's Circle we feel that there is much yet to be worked out.

"Indiana presented the only exhibit of reading circle work at the World's Fair, and the manager of the exhibit reports that much interest was taken in it. The reading circles supplement and support all other school agencies and have themselves become important, and permanent institutions. They must be classed among the educational forces of the state."

The next subject discussed was "The Educational Journal." This was a symposium, and W. A. Bell, editor of The Indiana School Journal, read a paper on "The Editor." Mr. Bell said in part:

"The editor's view of a paper in some regards must differ from the

reader's view. The editor sees the business side, which the reader does not see. The editor must get his living out of his work or cease to work. He must therefore frequently ask, 'Will it pay?' He must often modify his ideal to suit the ideal of his readers. It must be borne in mind that an editor does not edit a paper for himself. A soliloquy is a good thing but there is no money in it. If a large class of readers want a certain kind of reading the editor is inclined to give it to them. He reasons not only from his pocket-book but from the standpoint of the greatest good to the greatest number; that is, it is better to have an audience of a thousand than an audience of a hundred, even if it is necessary to lower his standard a little for the sake of the thousand. It is a notorious fact that people read what they like rather than what some one else thinks they ought to like.

"Solon, when he had completed his code of laws for Athens said: 'These are not the best laws that can be made, but they are the best that the Athenians are capable of receiving.' So the editor may say this is not the best paper that can be made (for an ideal class of teachers) but it is the best that the teachers will pay for and read.

"Horace Greely once said: 'I give my readers what they want, and then give them as much of what they need as they will take.' This seems to strike the golden mean. While the business side is conserved, it suggests the only means of reaching and helping the masses.

"The ideal journal should contain matters for all grades of teachers, but should continually suggest the higher thought and better methods. It should be an inspiration and a guide to all teachers who desire to know the best and are striving to realize it."

George F. Bass, editor of *The Indiana Young People*, who was to follow in discussion of the same subject, was absent from the city.

H. G. Woody, Superintendent Kokomo schools, read a paper on "The Reader."

G. M. Naber, Superintendent Whitley County, followed in discussion of "The Reader." Mr. Naber made a strong plea for the inexperienced teacher. He said:

Of the 13,000 teachers in the state 3,000 are inexperienced and 3,000 have but one year's experience. Of the remaining 7000 there are about 5000 who have never had professional training.

He argued that a school paper should be edited in the interest of this greatest number and not for the few who have less need of a paper. Teachers are often urged to take several educational papers. This is wrong; it tends to confusion. "Beware of the man of one book" is a saying based on an important principle and is applicable here. Instead of having to take one paper for primary suggestions, another for devices, another for higher grade work, he would have one paper include all these departments, giving special attention to the needs of the masses of teachers and then he would have all the teachers read only this one paper and not only read it but study it. He argued that the great mass of teachers will not take the underlying principles and make the proper applications, that the paper should deal largely in simplifying and illustrating these principles. He would place at the head of each paper a strong vigorous editor with a corps of experts as associate editors for the departments. He would of course include the school news and he would have a few strong occasional contributors. He would have a paper issued twice a month during the school year and discontinued during vacation. He would also have a separate paper for superintendents and strong teachers in which should be discussed the philosophy of education and the problem of school management.

H. P. Leavenworth, Superintendent Mt. Vernon schools, who was to continue the discussion, was not present.

Supt. Lewis H. Jones stated that as we are always greatly interested in papers read by T. J. Charlton, Superintendent Reform School, and in as much as Mr. Charlton was not able to be present to read his paper at the time appointed, it would be published by the Institution, and all who desired could get a copy by sending there for it.

The committee on Reading Circle Board made the following report which was adopted:

We, your committee appointed to nominate members of the Reading Circle Board, recommend the re-election of Supt. D. M. Geeting, of Madison and Superintendent Chas. F. Patterson, of Johnson County.

TREASURER'S REPORT.

JAMES R. HART, in account with the Indiana State Teachers' Association:

1893, Jan.	1	—To balance on hand.....	\$ 75 05	
		To balance by error.....	50	
"	Dec. 26-29	—To cash from members.....	253 00	
		To cash from elocutionary entertainment.....	10 00	
		To cash from Grand Hotel.....	125 00	
"	Dec. 29	—By cash to E. G. Machan, committee expenses, V. 1.....	\$ 13 50	
		By cash to P. P. Stulz, for services as assistant secretary, V. 2.....	5 00	
		By cash to J. O. Lewellen, committee expenses, V. 3.....	10 50	
		By cash to J. A. Woodburn, expenses of debaters, V. 4.....	10 00	
		By cash to J. C. Trent, for services as assistant secretary, V. 5.....	7 00	
		By cash to L. O. Dale, committee expenses, V. 6.....	6 50	
		By cash to W. F. Hoffman, committee expenses, V. 7.....	34 00	
		By cash to A. E. Humke, committee expenses, V. 8.....	58 25	
		By cash to Central Traffic Association, V. 9.....	23 00	
		By Cash to J. R. Hart, committee expenses and services, V. 10.....	46 85	
		By cash to executive committee for printing, V. 11.....	65 25	
		By cash to Anna Suter, for services as secretary, V. 12.....	10 00	
		By cash to executive committee for postage and express, V. 13.....	16 60	
		By cash paid Y. M. C. A., hall rent, V. 14.....	15 00	
		By cash paid executive committee for music, V. 15.....	37 65	
		By cash refunded to township trustees.....	1 00	
1894, Jan.	1	—To balance on hand.....	103 45	
			\$463 55	\$463 55

JAMES R. HART, Per. Sec'y and Treas.

The committee on resolutions, after thanking all who had contributed to the success of the association, submitted the following, which were adopted:

1. That there shall be one joint legislative committee to represent

the educational forces of Indiana before the legislature of 1895. This committee shall be composed of the state superintendent, the president and a committee of three persons from each of the following associations: State Teachers' Association, County Superintendents' Association, City Superintendents' Association and College Association.

2. That we heartily endorse the great work that is being done by the Reading Circle Board and the school officers and teachers of Indiana in the establishment of school-room libraries, and in providing for the teachers and pupils of the state the truest and most helpful literature of the language.

3. That we herein extend to Dr. W. N. Hailmann and his associates our high appreciation of their untiring efforts to make for Indiana schools a true and full exhibit at the Columbian Exposition, and of the able manner in which the exhibit was managed.

The committee on nomination of officers submitted the following: For president, Joseph Swain, Bloomington; Recording secretary, Miss Anna Suter, Aurora; executive committee chairman, R. I. Hamilton, Huntington, Robert Spear, Evansville, P. P. Stultz, Jeffersonville, R. A. Ogg, Greencastle, J. W. Carr, Anderson, B. F. Moore, Frankfort, W. H. Sims, Goshen; vice-presidents, D. H. Ellison, Mitchell; R. W. Wood, Aurora, J. W. Denny, Winchester; Howard Sandison, Terre Haute; J. H. Gardner, Logansport; C. M. Merica, Auburn. The report was adopted.

There was also a resolution adopted declaring that it was the sense of the association that patriotism be taught in the public schools.

Supt. L. H. Jones, instructed by the City and County Superintendents' Association to present the matter of establishing a Pedagogical Museum in Indianapolis, spoke briefly in favor of the establishment of such a museum and suggested that a committee of three be appointed to look after the matter. On motion the president appointed the following committee: Supt. L. H. Jones, Indianapolis, chairman; State Supt. H. D. Vories, Indianapolis; Supt. R. I. Hamilton, Huntington.

The music, a happy feature of the program, was greatly enjoyed by all. After an expression of thanks by the president for kindness and courtesy shown him during the session of the convention, the association was declared adjourned.

[The secretary urged all persons reading papers before the association to furnish her with suitable outlines for her minutes. Some have failed to do so, hence the lack of a report in these cases.]

ANNA SUTER, Secretary.

L. O. DALE, President.

HIGH SCHOOL SECTION.

The High School Section was called to order at 2 p. m., Thursday, Dec. 28, by the president, Robert Spear, of Evansville. In the absence of the secretary, Mrs. L. G. Hufford was asked to serve.

The president appointed Geo. W. Hufford, of Indianapolis, O. L. Kelso, of Richmond and J. H. Tomlins, of Rockport, a committee on nominations.

The first paper of the session was given by Miss Marie Dunlap, principal of the Salem High School. Her subject was "The High School as a Finishing School." The writer considered common objections to

this and that study usually included in high school curriculums, and took the ground that, since the purpose of all education is to make thinking men and women who shall be fitted to perform all the duties of life intelligently, the same basis of development is needed for both those who go to college and those whose school life ends with the high school. Therefore, the best preparatory school is also the best finishing school.

This conclusion was supported and reinforced by the discussion in which Messrs. Arbuckle, Kelso, Hamilton and Ogg participated. Mr. Ogg, however, said that a high school located in a college town must necessarily modify its course somewhat, and that no high school could make its course identical with that of a college preparatory school.

Mr. Charles S. Meek, principal of Elwood high school, who presented the second paper, "Should Utility be the Basis of the High School Course?" was unable to read the paper he had prepared because of its destruction through the ignorant carelessness of a chambermaid. He proved himself superior to accident, however, by the competent handling of his theme. Mr. Meek held that spiritual freedom, not physical happiness, is the true end of education; but that the real solution is reached when the utilitarian ends and true culture of mind are harmonized. He was opposed to the establishment of public workshops and the introduction of any methods which tend to create mere automatic machines. A clerk or accountant should be something other than a mere piece of mechanism. Equipment for large minded manhood and womanhood, not utility alone, should be the end sought.

This paper was discussed by President Smart, of Purdue University, who took the ground that human endeavor should have a higher purpose than mere bread and butter getting. The word utility was thought to have a higher meaning than the satisfying of physical wants.

Another speaker said that we must not forget that the real object is not education, but an educated man.

After a recess, the question "How Far Should the High School Course be made Elective?" was discussed in brief speeches by different members of the section. Mr. Miller thought that the teacher's judgment as to a wise course of study is always safer to follow than that of parent or pupil. He was opposed to any electives in a high school.

Mr. Hufford considered it wiser to allow some elasticity in the course of study. He thought that the right of insistence upon the taking of every subject in a certain prescribed order was the cause of driving out some pupils, especially boys, early in the course, because they were unable to succeed in that study at that time; whereas, if they were permitted to follow the bent of their tastes partially, they would remain in school, and, after a time, would do well in the very subjects which had at first repelled them. He would not give a diploma, however, until the prescribed studies, which should include at least English, mathematics and some natural science have been completed.

Mr. Gregg agreed with the last speaker. He thought that there was danger of our forgetting that the schools are for the children.

Another speaker thought that some election is desirable, but that its feasibility would depend on the number of teachers employed, etc.

Mr. Kelso's opinion was that, to a very limited extent, option is desirable; but, on the whole, he thought it unwise to allow pupils to select their own course.

The troublesome problem of rhetorical exercises was considered by several members who explained their methods of solution. The best results had been secured by connecting the rhetorical with the work in other studies, such as literature, science and history. Frequent exercises of this nature throughout the course were deemed the most profitable to the student.

As no one seemed disposed to talk upon the question of opening exercises, the report of the committee on nominations was made, as follows: For president, Francis Spraker, of Logansport; for secretary, Miss C. A. Meering, of Richmond; for executive committee, Mr. C. L. Pulliam, of Rockport; Miss Charity Dye, of Indianapolis; Mr. John A. Wood, of Frankfort.

This report was adopted, and the High-school Section adjourned.

LOIS G. HUFFORD, Secretary pro tem. ROBERT SPEAR, President.

THE LIBRARY ASSOCIATION.

The Library Association of Indiana met in its second annual session Dec. 27. "The Purpose of Librarians" was ably expounded by the president, Arthur Cunningham, in his opening address. It is to be regretted that more did not hear it. In the afternoon Miss Jessie Allen read a paper on "Catalogues" which showed the importance of having a good key to the storehouse of knowledge and at the same time warned against a complex system. She was followed by Supt. H. D. Vories on "Organization of Libraries." He showed conclusively that the laws on the statute books were the enemies of the desire to foster libraries rather than a help and urged that librarians, teachers, newspaper people, communities unite in petitioning the legislature to wipe out the old law and enact one that would not be self-obstructive.

Thursday morning session was opened by a talk by Supt. Hamilton, of Huntington, on "State Aid for Libraries." He made plain the relation between the library and the school and how the present indifference of the state to the library need was a serious detriment to the most effective work of the school. He was followed by Miss Mary Dye, who read one of the best papers of the association on "Study of Library Science." In it she showed the beautiful uplift that comes to one who, having that which is becoming known as the "true library spirit," seeks to lead an ideal helpful and growing life, rather than merely fill the position sufficiently to draw the salary.

This was followed by a paper by Mr. J. P. Dunn, who has done a great deal of arduous work for the establishment of libraries in Indiana, and to whom the library spirit of Indiana owes much of its progress. His subject, "Indiana Compared with other States," did not contain much that was gratifying in its statement of the situation. He pointed

out by facts and figures a deplorable condition of affairs in comparison with the neighboring states. Of these Illinois has laws most favorable to the establishment of libraries. In Michigan and Ohio the voters may tax themselves to support free libraries but petition must be made in order to submit it for a vote. Kentucky is most illiberal of all in provisions for libraries. The result in the number and extent of the libraries in the five states.

	No. Libraries.	No. Volumes.	No. Vol. to 100 inhabitants.
Kentucky.....	69	373,176	20
Indiana.....	105	549,206	25
Michigan.....	137	814,111	39
Ohio.....	193	1,492,076	41
Illinois.....	218	1,883,051	49

Mr. Dunn gave it as his opinion that the revival of township libraries would find its most serious obstruction from the educational people as had formerly been the case. After the Civil War a tax was raised for the support of these libraries and at the request of the Superintendent of Public Instruction, the legislature was induced to devote it to the building of a Normal School at Terre Haute. It will be seen by the opinions of county superintendents collected in the last report of Supt. Vories that very many of them do not want township libraries, but favor what they call a library for each school district. If the state of Indiana were to raise \$150,000 a year for libraries that would be an average of \$150 to each township, which is little enough, and of course many township would have much less than the average, some not more than \$40. There is an average of about ten school districts to each township so that if this sum were divided out, the result would be a fund from which two or three books could be bought each year. He saw no objection to the purchase of reference books for schools but it would be an injury to the pupils to call any such collection a library. This system would dissipate a fund that might make a library in each township. The good to be attained could as easily be reached by a system of circulation to the schools from the township libraries, such as is in use in Huntington county.

The election of officers for next year resulted as follows: president, Eliza G. Browning; vice-president, W. W. Spangler; secretary and treasurer, M. E. Ahern.

One of the pleasant features of the meeting was the reception given the librarians and their friends by the Bowen-Merrill Co. assisted by Miss Ahern and Miss Browning at the Grand Hotel Wednesday evening.

The second annual meeting of the Library Association of Indiana was a success and those who were absent have a cause for regret.

ELOCUTION AND ORATORY.

On December 29, 1892, a meeting of persons interested was convened at the State Capitol for the purpose of forming an organization to be known as the "Association of Elocutionists and Orators of Indiana," this body to be entirely distinct from any similar organization in the country. As a result of a succession of meetings of which this was but

the beginning, a number of the leading elocutionists and orators of the state assembled on December 26, 1893, and organized under the above name. The associations voted to meet yearly in connection with the State Teachers' Association, as its influence would thus be greatly extended.

According to the constitution, "Any teacher actively engaged in teaching elocution or oratory, public readers and public lecturers and orators may become members of the association by approval of the program committee and by paying the initiation fee."

The purpose of the association is as follows: "The object * * * shall be to promote harmony and a spirit of cooperation among teachers of elocution; to discuss and encourage methods whereby a better standard of reading may be introduced into our common schools and to elevate the standard of elocution and oratory."

There is pressing need of work in this direction and it was pleasing to note the hearty spirit with which all suggestions toward forwarding the work of the society was received. There was a thoughtful spirit that augurs well for a reform in methods of reading throughout the State.

Following is a list of papers presented and of subjects discussed: "Comparative Value of Ancient and Modern Oratory," Mr. E. P. Trueblood, Earlham College, Richmond; "Physical Culture," Miss B. B. Jennie, Indianapolis; "The Needs of Elocution and Delsarte in the Public Schools," Miss Ula Dell Cameron, Knightstown; "To Understand an Author We Must Unify His Thought," Mr. T. J. MacAvoy, Indianapolis; "How Much Has Personality to Do with Oratory?" Hon. John L. Griffith, Indianapolis; "The Practical Value of Elocution," Miss Carolyn Moody Gerrish, Purdue University, Lafayette. Subjects discussed: "How Far Does Physical Culture Develop Expression;" "Elocution and Materialism;" "Why Is Elocution So Unpopular?"

Officers—Mr. T. J. MacAvoy, president; Mr. E. P. Trueblood, vice-president; Miss Carolyn Moody Gerrish, secretary; program committee—Mr. A. R. Priest, Mrs. W. W. Hamilton, Mr. B. C. Sherrick.

CAROLYN MOODY GERRISH, Secretary.

COUNTY SUPERINTENDENTS' SECTION.

The county superintendents of Indiana met in annual convention in the Hall of Representatives at Indianapolis, Dec. 26, 1893, at 1:30 P. M. The house was called to order by President Fassett A. Cotton, of Henry county. The roll was called by the secretary, and fifty-seven county superintendents answered. Supt. Orville Apple, of Orange county, read an interesting paper on "How to Make Township Institutes More Valuable." This paper was discussed by Supt. James W. Guiney, of Owen county; Supt. John W. Davidson, of Vanderburg county; Supt. Wm. H. Senour, of Franklin county; Supt. Frances M. Lyon, of Putnam county; Supt. Samuel J. Houston, of Dearborn county; Supt. Wm. B. Sinclair, of Starke county; Supt. Thos. A. Mott, of Wayne county; W. A. Bell, of the state at large, and others. Supt. Wm. W. Pfrimmer,

of Newton county, then read an original poem entitled "Two Schools I Visited." Superintendent Pfrimmer was loudly applauded, and then rendered "Old Fashioned Names." By resolution, the poem, "Two Schools I Visited," is to appear in THE INDIANA SCHOOL JOURNAL. The resolution was offered by Superintendent Sinclair, of Starke county, and seconded by W. A. Bell, editor of THE JOURNAL. Supt. Giles W. Robertson, of Fayette county, then read an excellent paper entitled "Best Plans of Lighting, Heating and Ventilating District School-houses." This paper was discussed by Superintendents Mott, Sailor, Hutchinson, Snyder, and many others. State Superintendent, Hon. H. D. Vories, then called a private meeting of the county superintendents to meet at the Supreme Court room on Dec. 27 at 9 A. M. On motion of Superintendent Lyon the convention adjourned.

DECEMBER 27, 9 A. M.—The superintendents convened as per adjournment. State Superintendent Vories occupied the floor the entire time, discussing the making of official reports by county superintendents. The meeting then adjourned to meet at 1:30 P. M.

1:30 P. M.—The house was called to order by the president, and the work opened with prayer by Superintendent Searles, of Grant county. State Superintendent Vories occupied almost the entire afternoon on the subject, "What Rulings of the County Superintendents Should Be Made Uniform for the State." The subject was also discussed by Supt. John H. Reddick, of Pulaski county; Supt. Wm. W. Pfrimmer, and others. Supt. Chas. F. Patterson moved "that a committee of five (including the state superintendent) be appointed to formulate and report a set of rules governing county superintendents in their relation to the licensing of teachers." Said committee is to report at the June meeting. The motion carried, and the chair appointed on said committee the following persons: State Superintendent, Hon. H. D. Vories; Supt. Charles F. Patterson, of Johnson county; Supt. Thos. A. Mott, of Wayne county; Supt. Wm. H. Senour, of Franklin county; Supt. David D. Ginther, of Fulton county. The following resolution, presented by Supt. C. F. Patterson, was also adopted:

Resolved, That this body requests the persons who are now preparing plans and specifications for school-houses to adopt the best plans for heating and ventilating.

Supt. Samuel J. Huston, of Dearborn county, for the committee on by-laws, presented a new constitution, which was adopted. On motion of Supt. Thos. A. Mott, the state superintendent is requested to issue the State Manual and the State Course of Study in the future. After a few words on "Music in the Public Schools," by Professor Butler, of Indianapolis, and Professor Brown, of Kokomo, the association adjourned.

- F. A. COTTON, President.

GEO. R. WILSON, Secretary.

MUSICAL SECTION.

The teachers and those interested in music in the public schools met in Room 15, Wednesday afternoon, and organized a "music" section, to meet annually for discussion and improvement of the methods in this

branch of education. W. Em. Browne, of Kokomo, was elected chairman and Wm. J. Stabler, of Richmond, secretary. The meeting proved an interesting one, and will in future be one of the features of the State Teachers' Association. The following were elected to serve as officers for one year: President, W. Em. Browne, Kokomo; secretary, L. E. Wheeler, Monticello; executive committee—Henry M. Butler, Indianapolis; J. S. Berger, Lafayette; Mrs. W. H. Glasscock, Greenfield; Miss M. Belle Clarke, Fort Wayne; Miss Harriet E. Page, Terre Haute.

INDIANA ACADEMY OF SCIENCE.

The Indiana Academy of Science held its annual meeting December 27-8, taking the two days in full to attend to the business interests of the academy and carry out the program previously arranged. The officers were: J. C. Arthur, Purdue University, president; W. A. Noyes, Rose Polytechnic Institute, vice-president; C. A. Waldo, DePauw University, treasurer; A. W. Butler, Brookville, secretary; W. W. Norman, DePauw University, assistant secretary. The officers for next year: W. A. Noyes, president; A. W. Butler, vice-president; W. P. Shannon, Greensburg, treasurer; C. A. Waldo, secretary; W. W. Norman, assistant secretary. Twenty-one candidates were elected to membership.

The constitution was amended, dividing the members into the following: Honorary fellows, fellows, non-resident members, and active members. Daniel Kirkwood was elected an honorary fellow. The following being members of the executive committee became fellows. J. P. D. John, David S. Jordan, John M. Coulter, O. P. Hay, J. C. Branner, T. C. Mendenhall, J. L. Campbell, J. C. Arthur, W. A. Noyes, A. W. Butler, C. A. Waldo, W. P. Shannon, W. W. Norman. The following fifteen were elected by the members present: P. S. Baker, W. S. Blatchley, Stanley Coulter, C. H. Eigenman, W. F. M. Goss, Thos. Gray, V. F. Masters, D. M. Mottier, Alex. Smith, L. M. Underwood, H. T. Eddy, W. E. Stone, W. B. Thomas, T. C. Van Nuys, H. A. Huston. Five more are to be added each year.

The program of the academy was of a two-fold nature: A report by the directors of the biological survey of the state, papers on different phases of the survey by John M. Coulter, Stanley Coulter, R. Ellsworth Call and W. S. Blatchley, and the usual routine of scientific papers—chemical, physical and biological. Some fifty papers were read.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

A STUDY OF CHILDREN'S DRAWINGS.

Some very interesting and instructive experiments in drawings have been conducted by Earl Barnes, Professor of Education in Leland Stanford, Jr., University. The facts concerning these drawings and some conclusions reached from these are given in the Pedagogical

Seminary of December, 1893. A part of his article is given below:

"It seemed desirable in collecting drawings that they should have some common element that would enable us to compare them and reach some large generalizations; accordingly a little poem was selected for illustration. It was taken from Der Struwwelpeler, and was called Hans Guck-in-die-huft. The following English translation was used:

STORY OF JOHNNY LOOK-IN-THE-AIR.

As he trudged along to school
It was always Johnny's rule
To be looking at the sky
And the clouds that floated by;
But just what before him lay
In his way,
Johnny never thought about;
So that everyone cried out—
"Look at little Johnny there,
Little Johnny Look-in-the-air:"

Running just in Johnny's way,
Came a little dog one day;
Johnny's eyes were still astray
Up on high in the sky;
And he never heard them cry—
"Johnny, mind, the dog is nigh!"
What happens now?
Bump!
Dump!
Down they fell with such a thump,
Dog and Johnny in a lump!
They almost broke their bones,
So hard they tumbled on the stones.

Once with head as high as ever,
Johnny walked beside the river;
Johnny watched the swallows trying
Which was cleverest at flying.
Oh! what fun!
Johnny watched the bright round sun,
Going in and coming out;
This was all he thought about,
As he strode, only think!
To the river's very brink,
Where the bank was high and steep,

And the water very deep;
And the fishes in a row,
Stared to see him coming so.

One step more! Oh! sad to tell!
Headlong in poor Johnny fell.
The three little fishes in dismay,
Wagged their heads and swam away.
There lay Johnny on his face,
With his nice red writing case;
But as they were passing by
Two strong men had heard him cry;
And with sticks these two strong men
Hooked poor Johnny out again;
Oh! you should have seen him shiver
When they pulled him from the river.
He was in a sorry plight,
Dripping wet, and such a fright!
Wet all over, everywhere,
Clothes and arms and face and hair;
Johnny never will forget
What it is to be so wet.
And the fishes, one, two, three,
Are coming back again, you see;
Up they come the moment after,
To enjoy the fun and laughter.
Each popped out his little head
And, to tease poor Johnny, said:
"Silly little Johnny, look,
You have lost your writing-book!"
Look at them laughing and do you see
His writing book drifting far to sea?

This story was selected because it was so simple, short, contained no difficult objects to draw and contained two distinct catastrophes. * * *

The children were given paper and pencils, and after writing their names and ages, they listened while the teacher read the poem to them. Then they were told they were to draw one or more pictures from the story, and it was read to them once more. There was no conversation, and no other directions were given. The drawing occupied from fifteen minutes to an hour, and when completed the papers were forwarded to me. Papers were sent in from 6393 children, mainly from California, though a few hundreds came from the middle

and eastern states. Different ages from six to sixteen were about equally represented; and about as many came from the country as from the cities; 15,218 distinct scenes were drawn. These pictures were collated with a view to determining what scenes were most often drawn, whether the girls followed the same lines of interest and development as the boys, and whether there was any law governing the drawing of full faces and profiles.

They were first collated to see what parts of the story appealed most powerfully to the children. There are nine possible scenes that may be drawn from the story: Johnny going to school, approaching the dog, falling over the dog, approaching the river, falling into the river, floating in the river, being rescued, dripping on the bank, going home. Other incidents may be made up. Nearly all who hazarded an opinion on the subject before the returns were collated, said that the children would draw the catastrophe scenes, where Johnny falls over the dog, and into the river. But in twenty-four curves which we plotted, representing both sexes from six to seventeen years old, there were always three important scenes that stood out above all the rest and these were: Approaching the dog, approaching the river and the rescue scene. The scene most often drawn is Johnny meeting the dog; the rescue scene is almost equal, and approaching the river comes third. The catastrophe scenes are less often drawn than the scenes just preceding them.

The most obvious explanation of this fact is that the catastrophe scenes are harder to draw than the passive scenes just preceding them; but ease in drawing is not the determining factor, for the rescue scene is most difficult of all to draw, and yet there is but one more scene more commonly drawn.

Presumably, other things being equal, a child will draw those scenes which most interest him; and if the two scenes which precede the catastrophe and the rescue

scenes most interest the children, then two important inferences follow. In the first place, we can say that children, like well-bred adults, care most in story or drama for that part which leads up to the climax; the balancing of forces and the time of suspended judgment are more attractive than the vulgar blood-curdling detail of the catastrophe, or the orthodox—"and after that they all lived happily." This is very important in its bearing on children's literature. In the second place, it would seem that in children the feeling of mercy and helpfulness is much more prominent than the desire to destroy. With children of all ages and both sexes, twice as many drew the rescue scenes as the catastrophes, though there was nothing about Johnny that would especially win the sympathy of the children; on the contrary his general incompetence would prejudice the children against him.

In the second place, the data was collated to show the number of scenes drawn by the children at different ages. At six years old, they drew an average of one and six-tenths scenes. As they grow older, they draw more and more scenes until the girls are thirteen and the boys are fourteen, when they draw a little more than three scenes each; from this time on they draw four scenes until they are seventeen, when they draw only two and four-tenths scenes each. This would seem to indicate that girls at thirteen and boys at fourteen become less daring in expression. The children who declined to draw at all were all over thirteen. Other studies carried on in this line seem to indicate that at thirteen, or the period of puberty, the children experience a change of ideals and it may be that after this they realize more fully their inability to execute what they see. In any case, this study shows that our children are less daring in expressing themselves by drawing after puberty than before and this change comes a year later with California boys than with girls.

PRIMARY HISTORY—WASHINGTON, D. C.

In the line of primary history work which has been suggested the 4th is the date selected in March. If this were the year for an inauguration then the decorations, the processions and the ceremony itself would be taken. This should be supplemented with incidents of minor importance that would help to impress the general significance of the day. Since there is no such ceremony this year, the city itself has been selected, the emphasis to be placed on the governmental phases of it, especially the buildings.

This work may be begun by taking an imaginary journey to Washington, showing the distance, direction, land, climate and productions, and different phases of the life of the people on the way. In the work suggested below no study is made of the intervening country.

We want to do such a wonderful thing to-day that I think we will ask the fairies to help us. We want to be in a large city a long way east from here. It is a city named for a man who lived long before our grandfathers lived, who did so many things for our country and who was such a good man that when the people laid out and planned the city they intended to use for a place to meet and make the laws for this country they named it after this great man, George Washington, and the city is Washington, the capital of the United States. It is much larger than our own city (Terre Haute), so large that five of ours could be put down in it, and there would still be room to spare.

This city is east from us—point to the east—and a little south. Now point east and just a little south. That is the direction we would have to go, and it would take a whole day and night riding on a fast train to get there.

Sure enough the fairy has done its wonderful work, and here we are on the dome of a large building almost in the center of the city. The dome is so high and it is

such a clear day that I am sure we shall have an excellent view. Let us just take a look out beyond the city. To the east, north and west of us there are hills, and a little beyond these the mountains seem to reach up to the clouds. How beautiful these must be in summer, with their oak, pine, laurel and linden trees making a great bank of dark green. As we look to the south, over on the edge of the city is a broad river, the Potomac, and across that for miles and miles are rolling fields, and a little beyond these again are hills and mountains. We can see much further to the south than in any other direction. How beautiful this must be in summer—the broad river, large green fields dotted with groves and large hospitable-looking houses, and the low hills rising into mountains that lose themselves in the clouds. Several miles down the river, in a grove of trees, is a large, low, two-storied house with a wide porch and columns. That is Mount Vernon, George Washington's old home, and it has stood there over a hundred years.

Now let us look at the city. It reaches from a mile to two miles and a half away from the building in the dome of which we are standing. There are streets running straight north and south, and others crossing these running straight east and west. The building in which we are must be very important, for it stands on a plat of ground, and the streets do not run across this—only to it. (This should be illustrated on the board.) Then out diagonally from this square, running northeast, southeast, northwest and southwest, there other streets called avenues. As we stand here facing the northwest we look down the main street, called Pennsylvania avenue. Just to the north of us three or four squares is another avenue running in the same direction as Pennsylvania avenue; it is Massachusetts avenue. This is the finest residence street in the city. It is very broad, with two rows of shade trees on each side. Between each of the two rows is a beautiful little grass plat.

I am glad we have a field-glass with us, as that will help us to see some of the buildings from our place here in the dome. As we look northwest, down Pennsylvania avenue, we see a little group of three buildings about a mile and a half away. The center one is a large, two-storied white house, with a portico and columns, a beautiful lawn, fountain, flowers and trees in the summer. This is where Mr. Cleveland lives now. All the presidents live here during their term of office. I am sure you have all heard of this building; it is called the White House.

That large building just this side of it, built of granite and marble—well, if we could only get a peep into some of the rooms made of steel, iron and marble we could see great piles of gold and silver money—millions of dollars. This is called the Treasury Building, built by the United States for a place to keep its money.

Do you see that light-gray stone building just on the other side of the White House? How very large it is! It covers four and a half acres. (The teacher should explain how large this is, compared with a building and piece of ground the children know.) This belongs to the United States, too, and in this building there are a great many men who have control of all the soldiers of the United States, both on the land and on the water. Besides these there are other men here who help to do the business the United States has with other nations. It is called the Building of State, War and Navy.

That large building a little over half way between us and the White House, on Pennsylvania avenue, is the place where old soldiers send word that they were hurt in the great war when the negroes were made free. The men in this building find out all they can about these old soldiers, and, if they think they are deserving, they send money to them. This money is called a pension, and the building is the Pension Building. There is also another building in the city used for the same kind of work.

Do you see that red stone building just west of us a few squares? That is where the United States keeps many wonderful things it gets from all over the world. Then there are a great many men here all the time studying to find out more about plants, animals and many other things. What they find out they have printed, and then send it to people all over this country and to other countries, too, who are interested in such things.

Just a little further out west of us are large gardens belonging to the United States, where there are men at work upon vegetables and flowers, and from which seeds are sent out all over the country.

You see that monument still a little further west. That is the Washington monument, and is much higher than we are here in the dome. In fact, that is one of the tallest monuments in the world. There is a stairway inside leading to the top where you see the windows.

There to the northwest of us is a large building called the Patent Office. Ask your papas what that is for. Near that you see another large building, the Post Office. Can you guess what is done there?

Our time for sight-seeing is nearly over, but before we go let us take a look at the building we are in. The dome is over the central part of it, and great large wings come out on the north and south sides. This building is said to be one of the most beautiful in the world. It is built of white marble, and can be seen for miles away on the Virginia hills. In the central part is a great library, the largest in the world. The north wing is used by one company of men who help make our laws, and the south wing is used by the other. The part where the first set of men meet and make speeches and try to find out what will be the best for the people of the United States, and we are a part of this people, as they make laws for us, is called the Senate chamber. The room in the other end of the building is the House of Representatives. The people all over the United States send these men

here to Washington to make laws for us, and this is done here in this building.

I wish we had time to go through the building. We would find it just as beautiful inside as it is outside. The President has a room which is said to be the most richly decorated in America, and another, called the *marble room*, made of Italian and Tennessee marble, is the finest of its kind in the world, and in each wing there is a wonderful marble staircase. All in all, the building in which the men meet to make laws for our country is the finest capitol building in the world.

If this were the year when a man is made President we would see Pennsylvania avenue beautifully decorated. The procession comes up this avenue to the capitol—the building in which we are—and the President is inaugurated on a great porch on the east side of the main part of the building.

If we had time we should certainly go down in the building and listen to the men talking about what kind of laws they think best for us. I suppose we would hear them talking about silver and making it into money; how much gold there is in the Treasury Building; what men to send to other countries to help do our business there, or we might hear them talking about the factories in this country, and whether they may sell their woolen goods, steel rails for railroad tracks, and tinware, at a high enough price that they can keep on making their goods, or whether people from other countries may sell the same goods to us much cheaper. Or they may be talking about paying money out of the treasury to clean out rivers so ships can enter them, or building light-houses and paying men to keep them. In fact, they talk over so many things that it is pretty hard to tell just what we would hear.

But we cannot go and hear all this to-day. Our fairy must take us home. Yes, here we are, back in the old school-room, in our same old places, and our being in Washington seems but a dream.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

PLATO'S EDUCATIONAL DOCTRINE.

Plato's formal doctrines of education are set forth in his Republic, which may suggest that his aim in education is political; that it is a means to the welfare of the state as an end. And many statements make it seem that Plato would sacrifice everything to the making of his ideal state. Against individual interests, he would destroy family ties and establish a system of common property. The course of instruction proposed is to fit citizens for their respective functions in the state. What the individual needs in and for himself seems to concern Plato less than what will make the state secure and prosperous.

But a nearer approach to Plato will reveal the fact that his purpose is not political but ethical; that, while it may be true that he somewhat loses sight of the individual, he is seeking the perfection of the species. According to Plato's doctrine of ideas he would hold that the species, and not the individual, really exists. This doctrine modifies his ethical view. Since humanity and not man really exists, all things must work together for the perfection of the race. Since the state is the concrete form of humanity, whatever goes to perfect the one perfects the other.

But, without pressing the distinction as to whether the end of education is in the individual or the race—a distinction which vanishes in the process of education—the ethical end is quite clearly shown in the course of argument through the Republic. The Republic opens with a discussion of justice, which is first viewed as a kind of relation existing between individuals in society. Then arises the question, what is justice, in and for itself? Is not a just life better than an unjust one, aside from any question of social relations? Plato suggests

that justice is the virtue of the soul by which it performs its function. Justice is the condition of the inner harmony of the soul, as well as the condition of outer harmony in the state. Plato closes the first book and opens the second with the emphasis on the value of justice to the individual soul. Says Glaucon to Socrates, in speaking of justice and injustice: "I long to be told what they respectively are, and what force they exert, taken simply by themselves, when residing in the soul, dismissing the consideration of their rewards and other consequences." And Adeimantus urged Socrates to show "what each is in itself, by its own peculiar force as it resides in the soul of its possessor, unseen either by gods or men." And again, the same character: "So do not limit your argument to the proposition that justice is superior to injustice, but show us what is that influence exerted by each of them on its possessor, whereby the one in itself is a blessing and the other one is a bane." A large part of the second book is devoted to the emphasis of this thought.

After much arguing by Glaucon and Adeimantus, Socrates agrees to undertake the exposition of the nature of justice in the individual soul. On account of the difficulty of the nature of the undertaking, Socrates proposes an advantageous method of inquiry, which he thus illustrates: "Suppose we had been ordered to read small writing at a distance, not having very good eyesight, and that one of us discovered that the same writing was to be found somewhere else in larger letters and upon a larger space, we should have looked upon it as a bit of good luck, I imagine, that we could read the latter first and then examine the smaller, and observe whether the two were alike." Socrates now proceeds to develop an idea of the state, so that justice may be seen written large and may be easily read, after which he proposes to read it written small in the individual. This is the arc through which the argument swings—justice in the in-

dividual, through justice in the state, back to justice in the individual. Justice in the individual, which is the inner harmony of wisdom, courage and temperance, is analogous to justice in the state, which is the outer harmony of wisdom, courage and temperance in society. Virtue in the individual and in the state consists in justice, wisdom, courage and temperance. Justice is the means by which the other three take root in the state, and the state is the means by which justice, the inner harmony of wisdom, courage and temperance, is established in the individual. The individual is weak, and needs the state to strengthen virtue in the soul.

Plato, in developing his idea of the state, showed that there must be three classes organically related—guardians, warriors and producers; the guardians or magistrates to exercise the wisdom of state, the warriors the courage, and temperance or restraint to be exercised by the lower class in particular and all in general. Justice keeps each class in its proper place and working harmoniously to the good of the whole. Since the state is the individual written large, there must be three faculties in the individual, the development and proper co-ordination of which constitutes his education.

This brings out more definitely Plato's conception of the aim of education. These faculties are *reason*, *spirit* or *courage*, and *desire* or *appetite*, the latter requiring temperance for its control. These three are thus deduced: A thirsty man often refuses to drink; hence there must be two principles in him. One prompts him to drink, the other forbids. Thus there are two elements in the soul—one rational, the other irrational or appetitive. Now, when there is conflict between the rational and irrational elements, a third element, called resentment, or the spirited element, or courage, rises up to give victory to the rational element over the appetites. To educate man, then, according to Plato, is to strengthen him unto victory over his lower nature, to give full

realization to his rational nature. In this Plato has set up the highest aim in education. It is not utilitarian, not merely for citizenship, not for any adventitious gain through social influences, but for the soul's own worth, the realization of its own inherent nature. To such a conclusion we would expect Plato's doctrine of ideas to lead him. He could never accept an external, temporal good while believing in the supremacy of a spiritual, rational principle. Thus Plato's aim in education is supremely ethical. He wished to see virtue realized in the soul and embodied in the state—virtue, the just relation of wisdom, courage and temperance. Not, as in the case of the Spartans, for victory and state supremacy; not merely as a political device for the temporary settlement of interests and theories then agitating the people of Greece. The unsettled condition and rapid development in state affairs perhaps served as the incident which gave form to his ethical theories inherited from his great teacher, Socrates. Hence, the form and content of his educational doctrine.

More definitely, Plato sought to reform society by putting the control of affairs into the hands of the guardians, or magistrates, who were to exercise wisdom and rational control, by means of the warriors, over the industrial class, just as the individual must be reformed by bringing his life under the control of his rational nature. These rulers must be philosophers, standing above society and shaping it by ideas derived from a higher source than society itself. In this, it has been suggested, we have the prophecy of the future church, the standing army and the industrial community. Plato thought that all could not become philosophers, some being able to rise only to the warrior class, and some only to the industrial class. This ability was tested by tastes and endowments manifested during the process of instruction. Those who manifested no capacity to dwell in pure ideas were classed with the great mass of mankind who live the

lower life of sensuous gratification. After a child was found to belong to the lowest class no further attention was given to him, believing that his natural inclination would do all for him that could be done. This is a sad view to take of the lower strata of humanity, and the only consolation Plato found was in the Pythagorean and Egyptian doctrine "that those human beings who fail to attain harmony in one life will have opportunities to do so in other lives." Plato's doctrine of education, therefore, requires individual immortality and a future state of probation, which was definitely planned out in three stages similar to the orthodox paradise, purgatory and hell. The noble natures remaining after the ignoble had been remanded to the lowest class must yet be divided into warriors and philosophers. This is done while both are being trained in music (including letters) and gymnastics, the curriculum of the time. The division is made on the basis of whether there is manifested an ability to rise above mere training to philosophic thought. Those capable of training, but who cannot rise to reflective thought, are put into the military class, and their education confined to cultivating the qualities of the soldier. Plato emphasizes most the education of philosophers. They are to be exercised on a wide range of subjects, and their education continued longer—to fifty years of age. Their intellectual and moral powers are to be fully tested and proved. The highest of all studies for them is the study of the good, for without true conceptions of it they could not wisely direct the affairs of the state. They must turn from the sensuous world and gain an insight into the real world, which lies beyond the senses—"from the visible to the invisible and eternal." They must be trained to reflect on the essential nature of things through such studies as arithmetic, plain geometry, geometry of three dimensions, astronomy, harmonics and dialectics. Much in the details of Plato's system has no interest for us now, yet one can scarcely read a page without having

suggested truth of immediate and vital application in all times and places. For instance, when, in describing the education of the philosopher, he shows that the individual must be trained to look below appearances to realities, that the soul must undergo a revolution from its sensuous to a rational life, he has said the last word on method in education. The figure in which he presents this idea, given on the first two pages of Book VII, is worthy of meditation by every teacher. Some of Plato's ideas are of the past, and are read without practical interest, but most of them are of the present.

But the formal statement of Plato's doctrine of education as found in the Republic is not all of his contribution to the subject; perhaps it is the least part of it. That which is implicit in his doctrine of ideas, set forth elsewhere in his dialogues, especially in his Theatetus, is of untold value to every student of pedagogy, whether for practical or theoretical purposes. The most pervasive error in present practices of education grows out of the conception that teaching is a mechanical process, and this grows out of the idea that learning is such a process. It is assumed that the mind is something other than the what it knows; that its content is given to it. The mind is a receptacle called memory, and ponderable things foreign to it are hoisted into it by mechanical devices which the teacher is to become skilled in wielding. Hegel says: "To learn—namely, according to the ordinary notion of it—expresses the taking up of a foreign somewhat into the thinking consciousness; a kind of mechanical combination and filling up of an empty space with things which are themselves of a foreign nature and indifferent to the space which they fill. Such an external state of relation toward that which has come into it—a relation in which the soul appears as a *tabula rasa*—belongs to that style of thinking which makes out the growth of a living being to be a mere addition of particles, and is something dead and unfitting for the nature

of mind, which is subjectivity, unity, being, which is by itself and eternal in its nature." Whatever defects may now be seen in Plato's doctrine of ideas, there is always the broad suggestion that in learning an object the soul is becoming conscious of itself, finds itself, fulfills itself in the object. The great question of method in education is not one of petty devices and dexterity in manipulating machinery, but how does the finite, individual mind find its true nature in the infinite mind as it manifests itself in the external world. Plato would insist that the pupil penetrate to the universal life through the individual phenomena, and thus universalize his own life. In emphasizing the distinction between the world of phenomena and the real world upon which it rests, Plato has introduced the teacher to the most fundamental conception of the concrete process of teaching.

LEND A HAND.

[This department is conducted by Mrs. E. E. Olcott.]

Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

TO READ OR NOT TO READ.

[Continued.]

Since nine-tenths of our reading is done silently, it is well to give some special attention to silent reading. The provoking though often amusing blunders made in oral reading point out unerringly that the thought as well as the words is missed. "The sheep and cows lie down in the *coal shed*," read the boy, blissfully ignorant that the text was "in the cool shade." The Youths' Companion says the following sentence occurred in a reading lesson in school: "This is a worm; do not step on it." It was rendered, "This is a warm doughnut; step on it." If children make such blunders when read-

ing aloud, is it strange that they fail to get the thought when reading silently?

Some simple tests of silent reading may be given primary pupils. A child may be told to read a sentence silently and repeat it orally with closed eyes. If he repeats it correctly we may know that he has at least read the *words* right. His inflection may show us that he has the thought, or it may leave us in doubt. "If you see anything in this sentence that is not right you may change it; write it as you think it should be, and bring it to me." Then the teacher wrote: "The little girl has blue hair, white eyes, and pretty brown teeth." Not all of the class, by any means, brought the correct version, "The little girl has blue eyes, brown hair and pretty white teeth." But they were not caught napping many times. The Week's Current published a story full of such traps for unwary older pupils. The caption, "Sense-Reading," above the title of the story, warned them to be watchful.

A teacher whose class had read two-thirds of the Indiana First Reader wished to test their ability to get thought silently. Every week she had printed on the board supplementary lessons, which were read orally. The words which had not occurred in their previous lessons were printed below, and a few minutes' drill given in pronouncing them. On this day she printed this entirely new lesson, taken from a supplementary reading card:

I am a big boy now.

Last night Tom Green said I was a girl, for I had a dress on.

He won't call me a girl any more.

I have on my new pants.

See my nice pockets.

I have a top in my pocket.

I have a knife in it, too.

Soon I shall have some marbles.

When I am as old as my papa

I shall have long pants.

Then I will be a man.

I do not want to be a girl.

I want to be a good big man and drive a horse, like Ned and Uncle Joe.

last	pockets	knife	uncle
any	pants	marbles	Jo

She gave the usual drill on the new words; then, instead of having the lesson read, she wrote the following questions:

1. Who said the little boy was a girl?
2. Why did he say so?
3. Why won't he call him a girl any more?
4. What are in the boy's pocket?
5. What was the name of his uncle?

The questions were read aloud, to make sure that the children knew what they were trying to answer. The teacher said, "I want you to write the answers on your slates, to show me how well you can read by yourselves," and then left them to their own devices. The following is a sample of the poorest and of the best answers in a class of twenty:

I.

1. Jo said the little boy was a girl.
2. Jo did say so.
3. Caus he is a boy.
4. Morbles are in the boy's pockets.
5. His uncle is named Jo.

HATTIE.

II.

1. Tom green at he was a little girl.
2. They call him a girl for he had a dress on.
3. He had pant on.
4. Marbles are in his pockets.
5. The name of his papa is Uncle Jo.

EDDIE.

III.

1. Tom Green said I was a girl
2. Because he had a dress on.

3. He had on his new pants.
4. A top is in his pocket.
5. His uncles name is Joe.

CHARLIE.

IV.

1. Tom Green said the little boy was a girl.
2. Becaus he had a dress on.
3. Becaus he had pants on.
4. A top and a knife are in his pocket.
5. His uncle is named Jo.

ELLA.

After the slates were marked the answers were discussed. Referring to Hattie's slate (I) the teacher said: "Hattie says that *Jo* said the little boy was a girl. Who can show her where it shows us who said it?" Annie promptly pointed to "Tom Green," and Hattie read the sentence. "Why did Tom Green call him a girl, Hattie?" She showed where the lesson said he had a dress on. "Your third answer says he won't call him a girl any more '*because he is a boy.*' Wasn't he a boy last night when Tom Green called him a girl? Who can tell her why he won't call him a girl?" "'Cause he has breeches on now," burst out Elmer, eagerly.

"Eddie (referring to II), read to me where it says he has marbles in his pocket. Why, it says, '*Soon I shall have some marbles.*' Has he any marbles *now?*'" Mary had written that he had marbles in his pockets, and at this question they looked crestfallen. "Eddie, what is the name of his uncle?" Eddie's hand waved frantically; "I've got that his uncle is name Jo, but I hain't got it hitched on right!" "Well, I should think not, when you say his papa's name was Uncle Jo!"

(III.) "Charlie, did Tom Green say *you* were a girl? That is what your slate says. In the lesson the little boy is talking, and he says *I*, but on our slates we are talking about him, and we say '*he* was a girl.'"

(IV.) "Ella's answers are all right, but if we read her slate without asking the questions it sounds queer, for it says, 'Tom Green called the little boy a girl because he

had a dress on and because he had pants on.' We want to write the answers so it will make a nice little story on your slates."

The next day the same exercise was repeated, and those slates marked perfect which were substantially like this:

1. Tom Green said the little boy was a girl.
2. He said so because the boy had a dress on.
3. He won't call him a girl any more because he has pants on now.
4. A knife and a top are in the boy's pocket.
5. His uncle's name is Jo.

CORA.

DESK-WORK—COPYING.

Copying used as desk-work may be much abused. When pupils are required to copy page after page of reading, and are allowed to do it carelessly and incorrectly, then it were better discontinued altogether, because the pupils are learning by daily practice to do poor work. But children should be able to reproduce correctly, and copying has its legitimate place. Teachers who have never tested their pupils may be surprised to find how few of them can make an exact copy, with no words misspelled or omitted, and capitals and punctuation correct. When it is not given too often it is not distasteful to pupils. Copying memory gems or paragraphs of reading lessons may be varied as follows: A spelling lesson containing new or difficult words used in the reading usually accompanies the reading lesson. The pupils are directed to take the spelling lesson, word by word, and find and copy each sentence in which that word occurs. If two or more of the words are in the same sentence, that one sentence will suffice for those words. A line is drawn under each word for which the sentence is chosen. To illustrate: A first-reader class was given

the lesson about "John and Prince," on page 53, in the Indiana First Reader. The spelling lesson is:

leave	Prince	calls	basket
named	horse	apples	soon

One of the best slates gave this:

1. He did not leave one.
2. John has a very wise dog named Don.
- 3, 5, 6, 7. John takes a basket of apples, goes down to to the fence and calls, Prince! Prince!
4. John has a fine horse.
8. Don runs away as fast as he can, and soon drives Prince to the fence.

Less thoughtful pupils copied additional sentences for the words *Prince* and *apples*, not observing that one sentence contains four of the words.

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Editor of The Young People.]

TO A WATER FOWL.

The pupils were just taking their books as we entered the school-room. We learned that reading was the business of the hour, and that they were going to discuss Bryant's beautiful poem, "To a Water Fowl."

The teacher began by asking how many sentences in the first stanza. No pupil seemed ready to answer the question, but all began to silently read the stanza. As they read we wondered why the teacher asked that question, but when we saw how carefully every pupil was reading the stanza we ceased to wonder. We concluded that the question was better than a command to read the first stanza. The question had set a purpose for the reading. But was it a *worthy* purpose? We found that we were trying to divine what general notion the teacher had in mind that would justify him in setting this purpose for reading this stanza. In a very short time the pupils were ready to answer. They all agreed that there

is *one* sentence only in the stanza. Instantly the teacher asked, "What kind?" Again they read and agreed that the sentence is interrogative. "How many persons are necessary to give rise to an interrogative sentence?" asked the teacher. The pupils did not *read* to enable them to answer this question—they *thought*. It was a new question to them. The pupil called on said: "At least two—the questioner and the questioned." "Who is each in this case?" This question caused some of the pupils to look for the name of the author and for the heading of the poem. One pupil ventured to say that the two in this case were Mr. Bryant and the water fowl. Another pupil of a "practical" turn of mind objected to this answer on the ground that nobody would be fool enough to ask a water fowl a question. This remark provoked a smile from teacher and pupils. The teacher then referred to the fact that we often *pretend* that even inanimate objects have life and intelligence. Just here a girl who had been reading "Sara Crewe" said that Sara did so with her doll. The teacher said that there are many Saras. A boy said that small boys often pretend that a broomstick is a horse, and talk to it as men do to their horses. But our objector said that he would think that men and women would not be so foolish. "But they are," said the teacher. The teacher might have added that they do so for the purpose of presenting a great truth in a simple, concrete way, but we are glad he did not. The pupils would not have understood it. They must come up to this gradually. He said, "Just for the sake of studying this little poem, let us think of Mr. Bryant as talking to this water fowl." He can afford to wait for the pupils to see the universal truth that Bryant has expressed by the poem.

The teacher asked where they were when the question was asked. Again the stanza was read silently. The pupils were of the opinion that no one could tell from the stanza where they were. "Think," said the teacher.

Soon a pupil said that the bird must have been flying in the air, because in no other way could it have pursued its way through the rosy depths. Another suggested that Bryant was probably standing on the door-step watching the bird. "The bird was west of Mr. Bryant," remarked another pupil. "What makes you think so?" asked the teacher. "The heavens were glowing with the *last steps of day*, and this means that it was sun-set. The bird was pursuing its way through these rosy depths, so it must have been west of the author." "Yes," said the teacher, "and you have given the time of day as well as the relative positions of the two." We thought, "Well, what of it all? Why have the pupils picture all this?" The teacher *seemed* to anticipate such a question, for he began to appeal to the pupils for their experience in observing sun-sets. He asked what kind of feelings they produced. All agreed that the feelings were pleasurable, but often somewhat sad.

Here the teacher told them that Mr. Bryant wrote this when he was a young lawyer and when his prospects of success were somewhat discouraging. Under such circumstances he, like many of us, was attracted by the beautiful sun-set and derived some pleasure, and perhaps profit in watching it.

Now the pupils and Bryant were on common ground. They had both watched with pleasure the beautiful sun-sets. They, under the leadership of the teacher, had pictured vividly what the first stanza called up. But just here the recitation closed with the request that they make a careful study in this way of every stanza for the next lesson. We heard the next lesson and shall try to give on account of in the next number.

SHORT NOTES.

CORRECT SPELLING.—Some one has said that it is no credit to any one to spell correctly, but that is it a disgrace to spell incorrectly.

FOR THE SAKE OF THE RECORD.—In some systems of schools, if a pupil remains out until he is a loss, he is not *marked* absent; *i. e.*, if he is out three days he becomes a loss and no absence is marked against him. A pupil who had been absent *one* day was met on the street by a friend. The pupil was asked why he was out of school. "Oh," said he, "I was sick yesterday and my teacher told me that if I would stay out two more days she would not have to mark me absent." Pshaw!

We met a pupil sometime ago who said that if she had not been sick one day she would have been first in her grade. "Were you examined?" we asked. "Yes, sir," said she, "but if we are absent a day it takes off 5 per cent." "Did you do well in your examination?" "Yes, sir, I understood the work, so the teacher said, but by his rule he had to take off five per cent." Pshaw! again.

THE FLAG.—The United States flag is daily hoisted over many schoolhouses of this country. It is the symbol of principles that every American is proud of. *Within* many of the houses they are studying these principles. In some, they are studying the book. They study "words, words, words," to *recite*. We overheard a pupil saying that he worked so hard to remember the words that he had no time to get what they meant. Verbatim recitations have some value, however. But there is food for thought in the remark of this pupil.

LETTER WRITING.—The reason that some persons and pupils find it so hard to write letters is they have no worthy motive for writing. Ask them to think of some place they wish very much to visit. Think that their father is able to send them but that he thinks it useless. Now, write him a letter for the purpose of changing his mind so that he will send you on a visit to this place. If the imagination of the pupil is strong enough to hold all this in mind sharply, he will write better and more easily. His letter will not be measured by pages but by thoughts.

WRITING.—Before any one can make the capital O, he must be able to see it were it isn't as well as where it is. He must possess the "ideal" O, or rather it must possess him. So whatever the teacher does to fix this in mind is a step in the right direction.

"GENERAL NOTIONS."—Remember that general notions are of very little value to you if you cannot apply them to individuals. DeGarmo says in his "Essentials of Method," a book used in the Teachers' Reading Circle this year, that the mind passes from individual to general notions and then returns from general notions to individual notions. Some of us forget to *return* in our school work. Many more forget to *leave* the individual. Watch your work in the school. At the close of the day stand off and look at yourself. Test yourself by the principles that DeGarmo has discussed.

WASHINGTON DAY PROGRAM.

"It will be the duty of the historian and the sage of all nations to let no occasion pass of commemorating this illustrious man; and until time shall be no more, will a test of the progress which our race has made in wisdom and virtue, be derived from the veneration paid to the immortal name of Washington."—LORD BROUGHAM.

[DECORATIONS:—Bring to the school-room all the flags you can get—tiny ones, large ones, middle-sized ones—there will be a place for each. The teacher with artistic possibilities will have grand opportunity to display all her latent powers. Be sure and have the picture of Washington and give it a prominent place. The black-boards will afford a place for copies of his Mt. Vernon home, the White House at Washington, the Washington monument or any other appropriate sketch. With the aid of some of the pupils who will delight in the task, cut out 50 or more pasteboard hatchets and having purchased a roll of very narrow ribbon, deck each child as he enters with this emblem so inseparably connected with the memory of George Washington, the boy.]

1. CONCERT EXERCISE - - - WITH SALUTE TO THE FLAG

Flag of many a battle's heat!
 Tho' thy folds have waved defeat,
 When the feet around thee beat
 O'er the fields in dim retreat;
 Still thy stars undimmed we see,
 Leading on to victory;
 Still thou floatest proud and free,
 Emblem of our unity.

2. SONG

WASHINGTON

AIR—"Red, White and Blue."

O gladly we'll join in the singing
 That praises dear Washington's name;
 When hearts of this nation are bringing
 Their tribute to add to his fame;
 O many the lessons he taught us
 Of truth and of courage and skill,
 O many the blessings he brought us,
 Then how can our voices be still?
 We'll sing of our Washington brave.
 We'll sing of our Washington brave.
 O let every voice break the silence
 To sing of our Washington brave.

The children on hill or in hollow
 Who are naming o'er Washington's deeds;
 Will find many things they can follow,
 Learn best ways of sowing good seeds.
 He is called of our country, the "Father,"
 Let its sons and its daughters now stand
 Against evil and ne'er with it trifle,
 Then they'll serve well their fair native land.
 We'll serve well our Washington's land,
 We'll serve well our Washington's land,
 We'll stand, firmly stand, against evil,
 Thus serve well our Washington's land.

—Lottie Sterling, Prim. Ed., Oakes, N.J.

3. WASHINGTON ACROSTIC

FOR TEN LITTLE BOYS

BY H. C. B.

(Each boy can wear on his coat the initial which he represents in the place usually occupied by a "button hole bouquet.")

1. We spell a name that we would have you read,
I think you'll find it very plain indeed.
2. A hero's name, to all his country dear,
The initial of each couplet makes it clear.
3. So list to what we say, and if you can,
Find out the name of this historic man.
4. His every act was honest, brave and kind,
A nobler man 'tis surely hard to find.
5. If 'twere not for his bravery and skill
We might be colonies of England still.
6. Noble he was, a man who ranked with kings,
The fame of his valor through the ages rings.
7. General he was, of soldiers poor but brave,
Who gladly gave their lives their land to save.
8. Truthful, beyond all famed historic men,
And in our loving hearts he lives again.
9. Oh, though he loved the battle-field to roam,
Yet better still he loved the peace of home.
10. Now I am sure that you have guessed his name,
The "Father of his Country," known to fame.

—Primary Education.

4. HOW WASHINGTON KEPT ONE BIRTHDAY - - - READING

Let me tell you a story about George Washington. You can't find it in the history books. The history books usually say that he always did everything just right. When he hacked a cherry tree, or anything like that, he always owned right up, and never said, "I didn't mean to." He was always captain when the boys played soldiers. When he went to school he had some rules for good conduct written. His copy-book was neat and carefully written. I am proud of Washington, and I want to be as near like him as ever I can. But I used to feel discouraged, because *he* used *always* to do everything just right, and *I* make such mistakes. Our teacher told us about the rules Washington had for good conduct. She said she would like for us boys to have one good rule for behaving. She gave us a whole day to find one. I asked mother what would be a good one for me. She said the Golden Rule was splendid for everybody. So I learned that. I *thought* I learned it. When our teacher asked us to give our rules I said real loud, "Do to others as they would do to you." She said she was afraid George Washington would not make a rule like that. I tried to make my copy-book look like his. But I blotted so many pages that I was about ready to give up trying, when mother read me that story. I forget what paper the story was in. Maybe it was the *Youth's Companion*, *St. Nicholas* or *Golden Days*. But it was about his copy-book and his birthday, too. The history says that his copy-book is at Mt. Vernon now. If what mother read is true, I guess there is one page that is not neat. For the story says that once when George Washington was a little boy and went to school there was a big snow-storm on the 21st of February. The boys planned to have a snow-ball fight the next day. George Washington was to be captain of one side because it was his birthday. They were going to have the battle right after school. At recesses they made piles and piles of snowballs to fire at each other. Oh! they were going to have a grand time. They had to write in their copy-books the last thing before school closed. George Washington was thinking so much about the snowball fight that his writing was not nice at all. His teacher said, "George, I am *surprised*. Take this piece of paper and write that all over again *after school*." And George Washington had to stay in on his own birthday. The boys got another captain in his place and had the snowball battle and he wasn't in it. I told mother I thought I knew how he felt. She said she thought he grew up to be good and great because he kept on trying even if he was disappointed sometimes. So I haven't give up trying to make my writing neat. I told our teacher I had another rule of conduct besides the Golden Rule. It is, "Keep on trying to do well." I say, "Three cheers for George Washington."

5. SENTIMENTS - - - - - FOR DIFFERENT PUPILS

It is the happy combination of rare talents and qualities, the harmonious union of intellectual and moral powers, rather than the dazzling splendor of any one trait which constitutes the grandeur of his charac-

ter. If the title of *great man* ought to be reserved for him who can not be charged with an indiscretion or a vice; who spent his life in establishing the independence, the glory, and durable prosperity of his country; who succeeded in all that he undertook, and whose successes were never won at the expense of honor, justice and integrity, or by the sacrifice of a single principle, the title will not be denied to Washington.—*Sparks.*

6.

Where may the wearied eye repose,
When gazing on the great;
Where neither guilty glory glows,
Nor despicable state?
Yes, one—the first—the last—the best—
The Cincinnatus of the West,
Whom envy dared not hate,
Bequeathed the name of Washington.
To make man blush there was but one.

—Byron.

7.

America's most honored son—
Why was he formed above other men?
Tell me what the secret then,
His name on every tongue and pen,
The illustrious Washington.

A mighty brain, a will to endure,
Passions subdued, a slave to none,
A soul that was noble, brave and pure,
A faith in God that was held secure,
This was George Washington.

8. We cannot honor our country with too deep a reverence. We cannot love her with an affection too pure and fervent. We cannot serve her with an energy of purpose, or a faithfulness of zeal too steadfast and ardent. And what is our country? It is not the East with her hills and her valleys, with her countless sails and the rocky ramparts of her shores. It is not the North with her thousand villages and her harvest homes, with her frontiers of lake and ocean. It is not the West with her forest seas and her inland isles, with her luxuriant expanses covered with verdant corn, with her beautiful Ohio and majestic Missouri. Nor is it yet the South, opulent in the mimic snow of her cotton, in the rich plantations of the rustling cane, and in the golden robe of the rice-field. What are these but the sister fields of one greater, better, holier family—our country.—*Grimke.*

9. FLAG SONG

- - - - FOR WASHINGTON'S BIRTHDAY

BY ANNIE E. CHASE.

AIR—"Hold the Fort."

Raise the banner, ' raise it proudly,
With its colors gay;
Raise it for the noble hero
Who was born to-day.

See!² the glorious flag is waving²
 Over land and sea.²
 Waving now for him who fought²
 To set our country free²

Pretty banner in the sunlight³
 Grandly floating there³
 Are you proud that truth and courage
 Made his fame so fair?
 Pretty banner, 'gainst the blue sky
 Softly wave and slow⁴
 For the fallen hero sleeping⁴
 Where the daisies grow.⁴

Will you heed the children's⁵ queries?
 Answer to our song?
 Pretty banner on the breezes
 Send the words along;
 If we march with heads uplifted⁵
 Faces to the foe,
 Shall we all of us be heroes?—
 Come, we long to know. —*Primary Education.*

MOTIONS—1, Raise flag with the right hand; 2, Wave flag briskly;
 3, Wave flag briskly above head and look up; 4, Wave flag slowly, sing
 softly; 5, March.

10. ESSAY, - - - - - "WHAT MAKES A HERO?"

11. RECITATION, "RULES OF CONDUCT AS PRACTICED BY WASHINGTON"

(a) In the presence of others sing not to yourself with a humming
 noise, nor drum with your fingers or feet.

(b) When you meet with one of greater quality than yourself, stop
 and retire, especially if it be at a door or any strait place, to give room
 for him to pass.

(c) Speak not evil of the absent, for it is unjust.

(d) Be not curious to know the affairs of others, neither approach to
 those who speak privately.

(e) Think before you speak; pronounce not imperfectly, nor bring
 out your words too hastily, but orderly and distinctly.

(f) Be not hasty to believe flying reports to the disparagement of
 any.

(g) Every action in company ought to be with some sign of respect to
 those present.

12. RECITATION - - - - - "WHAT WINS?"

The world has full many a hero;
 Go read what those heroes have done,
 And you'll find that though oft they were baffled,
 They kept up their courage and won,
 They never lost courage in failure,
 Giving up, as the weak-hearted will,
 But said, "We will try and keep trying,
 And conquer all obstacles still."

And this they have done, the world over,
 Their tasks were accomplished at last
 By oft-repeated endeavor.

The young oak may bend to the blast,
 But it springs to its place when it passes,
 And grows to new strength every day,
 And in time it stands firm in the tempest
 Whose wrath whirls the tall pine away.

Defeat makes a man more persistent,
 If the right kind of courage is his;
 He determines to conquer and does it,
 And that is what heroism is.
 Strive on with a patient endeavor;
 The steadfast of purpose will win;
 Defeat comes to-day, but to-morrow
 May usher the grand triumph in.

13. SONG. - - - - - AIR—"America."

- | | |
|--|---|
| <p>1. To thee, beneath whose eye,
 Each circling century,
 Obedient rolls,
 Our nation in its prime
 Looked with a faith sublime,
 And trusted in "the time
 That tried men's souls."</p> | <p>3. There like an angel form,
 Sent down to still the storm,
 Stood Washington!
 Clouds broke and rolled away,
 Foes fled in wild dismay;
 Wreathed was his brow with bay
 When war was done.</p> |
| <p>2. Nor was our fathers' trust,
 Thou mighty One and just,
 Then put to shame.
 "Up to the hills" for light
 Looked they in peril's night,
 And from thy guardian might
 Deliverance came.</p> | <p>4. God of our sires and sons,
 Let other Washingtons
 Our country bless.
 And like the brave and wise,
 Of by-gone centuries
 Show that true greatness lies
 In righteousness.</p> |

EDITORIAL.

THE Indiana Journal for Indiana teachers.

"The distinctive work of the teacher is the ringing of a rising bell in the dormitory of the soul."

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

THE law which requires the township trustee to turn into the general school fund all money in excess of \$100 that remains in his hands at the end of the school year, has been declared unconstitutional and therefore void, by the Marion Circuit Court. The case has been appealed to the Supreme Court. The trustees at their meeting in Indianapolis Dec. 27-28 condemned the law very heartily.

THE JOURNAL wishes to call attention to the fact that the address of T. J. Charlton, superintendent of the Reformatory for Boys at Plainfield, on Manual Training in Public Schools, has been published and any one can secure a copy of the same free of charge, by writing to him. The paper was to have been read at the State Teachers' Association, but Prof. Charlton was unavoidably detained at home. The paper is a strong plea for manual training and should be extensively read.

STATE NORMAL TRUSTEES APPOINTED.

Very much more than ordinary interest has attached to the appointment of trustees for the State Normal School this year. The time of two trustees expired January 13 and the Governor was strongly urged on the one hand to reappoint the old trustees and on the other to appoint in their stead two alumni of the school. What he did do was to reappoint Mr. Briggs, the oldest member of the board and for many years its president, and in place of Mr. Royce he appointed J. H. Tomlin, superintendent of the Rockport schools, who is an alumnus of the school. Mr. Tomlin is a good man and will certainly make a valuable member of the board. The Governor says Mr. Tomlin is a fast friend of President Parsons and will not enter the board as a discordant member.

THE STATE ASSOCIATION.

The State Association held holiday week was one of unusual interest. The program was out of the usual line in the range and character of its subjects and the result was very gratifying. The attendance was larger than usual and the number of paid members the greatest in the history of the association. The executive committee may congratulate itself on the work it did; and the chairman, A. E. Humke, deserves especial thanks for his untiring and effective labors.

The minutes of the association will be found elsewhere in this issue of the JOURNAL. The outlines of the addresses will be found pleasant and profitable reading. The secretary of the association depended up on the authors of papers to furnish her outlines of the same. Some furnished very full ones, some very brief ones and a few none at all. The minutes show these facts. It was generally conceded that the president, L. O. Dale, made a good presiding officer.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR DECEMBER.

- PHYSIOLOGY—1. What are the conditions and uses of blood clotting?
2. What are glandular tissues, their structure and functions?
3. Outline in brief the vertebrate plan of structure.
4. Define a "function."
5. What are fats?

6. Give the uses of the pancreatic juices.
7. What is instinct? Illustrate.
8. Define "quality" and "pitch" of the voice.

READING.—"Press on; there's no such word as fail;

Press nobly on! the goal is near;
Ascend the mountain! breast the gale!
Look upward, onward - never fear!
Why shouldst thou fear? Heaven smiles above
Though storm and vapor intervene;
That sun shines on whose name is Love,
Serenely o'er life's shadowed scene."—*Park Benjamin.*

1. Frame five questions to test the scholars' understanding of the above questions. 25
2. Tell what you can of the writer of this extract. 15
3. What is the goal to which he refers? 15
4. Between what do storm and vapor intervene? 15
5. Rewrite this in your own words. 30

GEOGRAPHY.—1. Draw a map of your county, showing its boundaries and the outlines of contiguous counties.

2. Name the principal products of Minnesota. Of Kentucky. Of Georgia?

3. Where is Trinidad? Key West? Describe the Yukon River.

4. What is a delta and how formed? Name the three most typical deltas in the world.

5. What reason can you give that Nevada should be more sparsely settled than Texas? Than Washington?

6. When should the text-book be introduced in geography work in the common school?

7. Describe the Sierra Madre. The Wahsatch Mountains. The Blue Ridge.

8. Draw on the same scale rough outline maps of Illinois and Delaware, so as to show relative sizes.

9. Locate Little Rock, Richmond, Harper's Ferry, Montreal, Carson City, Montevideo.

10. Locating Berlin at the center of four concentric circles, show the direction and relative distances of the following cities: Christiana, Moscow, Constantinople, Madrid, Vienna, Venice. *Answer any eight.*

ENGLISH GRAMMAR.—1. In teaching grammar what opportunity is there for training the children to punctuate correctly?

2. Define a complex sentence; a compound sentence.

3. Pupils usually dislike the study of grammar. How do you account for this fact?

4. Expand the following sentences:

- (a) He is older than I.
- (b) Five are more than three.
- (c) All went but him.
- (d) He walked more rapidly than they.

5. What is a collective noun? How is the number of a collective noun determined?

6. Analyze: Example is better than precept.

7. State the use of each infinitive in the following:

- (a) There is a time to laugh and a time to mourn.
- (b) It is impossible to please him.
- (c) For him to consent to such a bargain is disgraceful.
- (d) Alexander sighed for more worlds to conquer.

8. Which is correct, I intended to call, or I intended to have called. Give reasons.

9. What does the mood of a verb denote?

10. Whom the gods would destroy they first make mad. Explain the use or uses of whom. *Answer any eight.*

U. S. HISTORY.—1. What were the main features of the "Ordinance of 1787," and what territory did it cover?

2. Give a brief sketch of the causes that lead to the war of the Rebellion. Mention the states that seceded.

3. For what is each of the following persons noted: John Ericsson? David G. Farragut? Cyrus W. Field? Thomas A. Edison? Captain James B. Eads?

4. Write a brief essay on the following topic: The Constitution—

- (a) Conditions requiring its adoption.
- (b) Difficulties in the way of securing its adoption.
- (c) How these difficulties were overcome.

(d) Outline the differences between these Articles of Confederation and under the Constitution.

5. Mexican War? In whose administration begun? Describe the two chief campaigns. What changes of territory occurred? Give something of the subsequent history of the two generals who became most distinguished in this war. *Answer the 1, 2 and 3 and 4 or 5.*

ARITHMETIC.—1. Outline the work on the number 16, which might be given to a child 7 or 8 years of age.

2. State how you would develop with a class the rule for finding the solid contents of a rectangular solid using the following problem for that purpose: How many cubic inches in a rectangular solid 15 in. long, 8 in. wide and 6 in. high? (No grade for answer alone.)

3. A can do a piece of work in $8\frac{1}{4}$ hrs.; A and B together can do it in $4\frac{1}{2}$ hrs., and A and C can do it together in 4 hrs. How many hours will it take B and C to do the work?

4. For what price per pair must shoes be sold to gain 25% if 15% is lost when they are sold at \$1.275 per pair?

5. Which will yield the larger profit, 8% stock at a premium of 20% or 5% stock at a discount of 20%?

6. How much will it cost to plaster the walls and ceiling of a room 27 feet long, 15 ft. wide and 12 ft. high at 25 cents a square yard, allowing 432 sq. ft. for doors and windows?

7. Find the circumference and area of a circle whose diameter is 2 ft. 4 in.

BURKE—CONCILIATION WITH AMERICA.—1, 2 and 3.—Give a synopsis of this oration.

4. What was the plan of conciliation proposed by Lord North?
5. What was Burke's scheme of conciliation?
6. "In large bodies the power must be less vigorous at the extremities." Explain.
7. What was the fundamental principle of the English government in regard to taxation?
8. "I do not know the method of drawing up an indictment against a whole people." Give the meaning.
9. What were the colonists' idea of their relation to the King? To Parliament?
10. Why did Burke object to using force toward the Americans?

SCIENCE OF EDUCATION.—1. Why is monotony in instruction so objectionable? Explain by showing full effect on pupils.

2. Explain why composition writing is so strong a test of capability in a pupil.

3. Locke said (substantially) the mind is a blank page or tablet on which impressions are to be made. Herbart says that mind is a self-acting energy. Indicate some differences of pedagogical practice suggested by these different views of the nature of the mind.

4. What is the best answer you can think of to give to a parent who says he does not wish his son to study drawing?

5. A knowledge of elementary science may be considered of value from two points of view: (1) As affording a mastery of natural forces for practical uses, as a knowledge of the elements of physics; and (2) as representative and symbolic of man's aspirations, hopes, fears, etc., as in all figurative language referring to material things. Upon which phase should the preponderance of effort be placed in instruction, and why?

ANSWERS TO PRECEDING QUESTIONS.

PHYSIOLOGY.—1. The conditions of blood-clotting are (a) separation of the blood from the living tissue, and (b) its exposure to the air. Its use is to prevent an undue loss of blood or, perhaps, to prevent one from bleeding to death.

2. Glandular tissues are those constituting the various glands of the system, and are made up of secreting cells, connective tissue, nerve fibers and a network of capillary blood-vessels. The function of glandular tissue is to secrete from the blood certain fluids needed in carrying on the processes of the system.

3. The vertebrate plan of structure resembles a double tube, the skin being one portion, the lining of the alimentary canal being the other. (See Advanced Physiology, pages 35 and 36.)

4. By the "function" of an organ is meant its use or office.

5. Fat is a substance composed of carbon, oxygen and hydrogen, the last in excess. It is found in eggs, meats, milk, some grains and certain vegetables.

6. The pancreatic juice acts upon starchy matters and upon the fats. The former it converts into glucose and the latter into an emulsion. In its action upon the starch it is aided by the intestinal juice, and in its action upon the fats it is aided by the bile.

7. Instinct is "the natural, unreasoning impulses in an animal, by which it is guided to the performance of any action, without thought of improvement in the method," as a bird in building its nest.

8. The *pitch* of the voice is its degree of elevation. The *quality* is its distinguishing characteristic or property.

READING.—1. (a) Really, there is such a word as "fail;" then what does the author mean by saying that there is not? (b) What is meant by "goal?" (c) In what sense has the author used "mountain" and "gale?" (d) Give the paragraph a name that will indicate its true character. (e) Explain "life's shadowed scene."

2. Park Benjamin was a noted journalist. He was one of the editors of the New England Magazine; afterwards of the American Monthly Magazine; next, of a paper called the New-Yorker; later, of other periodicals. He also delivered lectures and read poems in public. He was born in Demarara, British Guiana, August 13, 1809, and died in New York September 12, 1864.

3. The goal to which he refers is the road to success, rather than its actual attainment. The guiding power over the actions of life, which makes life a continued success.

4. Between the actor's vision and a picture or image of his successful future.

5. Be persevering and hopeful, and keep up the battle of life bravely. You must not think that there is any possibility of failure. Success is doubtless nearer than you believe. Let your motto be "upward and onward," and your actions fearless. There is no reason why you should be faint-hearted. The sunshine of success will in time favor you, though all may now be dark and gloomy.

GEOGRAPHY.—4. A delta is a level extensive area of alluvial deposit at the mouth of a river. As the river overflows its banks new channels are formed. Each year the delta grows, and extends further into the sea. Deposits of silt and sand constantly accumulate at the mouth of a river, if the body of water into which it flows is quiet. The three most typical deltas are (a) the one at the mouth of the Ganges, (b) the one at the mouth of the Mississippi, and (c) the one at the mouth of the Po.

5. On account of (a) its small amount of land suitable for agriculture, unless it should be irrigated (an extensive system of irrigation has not yet been introduced); and (b) the depreciation of silver. Washington has a coast line, rich valleys, plenty of timber and a good climate.

6. By the time the pupil is ready to begin the Fourth Reader.

7. The Sierra Madre is a range of mountains extending through Colorado, New Mexico and Northern Mexico. The part in Colorado and New Mexico trends north and south; the part in northern Mexico

trends northwest and southeast. Most of the peaks are from 5,000 to 10,000 feet high. The Wahsatch Mountains are in central Utah, and trend north and south. They form the eastern wall of the Great Basin. In some places they rise to a height of 12,000 feet. The Blue Ridge is a part of the Appalachian system, and trend southwest and northeast. They are situated in Western North Carolina and Virginia. The average height of the peaks is about 2,500 feet.

GRAMMAR.—1. Many grammatical relations require a certain punctuation. If the relations are understood the kind of punctuation necessary is apparent. In teaching grammar they should be associated together.

3. This fact may be accounted for in several ways: (a) It is seldom taught well; (b) the text-book is seldom a suitable one; (c) the subject is frequently taught without any illustrations of its practical utility; (d) some things are yet taught that are valueless and uninteresting.

4. (a) He is older than I (am old). (b) Five are more than three (are much). (c) This example is not constructed so as to permit proper expansion; some old grammars say, "All went *be out* him (or he). (d) He walked more rapidly than they (walked).

6. Expanded, the sentence becomes: Example is better than precept (is good)—a complex sentence, "than," a conjunctive adverb, being the connective, joining the subordinate proposition to the principal proposition, and modifying "better" and "good," predicate adjectives.

7. (a) The infinitives "to laugh" and "to mourn" are used as adjectives; each modifies the noun preceding it; (b) "to please" is substantive in nature, and is used in apposition with "it;" or, if "it" is regarded as an expletive, then "to please" will become the subject of "is impossible;" (c) by some authors, "to consent" is used here adjectively, modifying "him;" by others, "him to consent" is an abridged proposition equivalent to *that he should consent*, "to consent" representing the abridged predicate, and "him" the subject in the objective form, the verb not being finite; a third disposition is to make "to consent" the subject of the sentence, and transfer "for him" to the close, and dispose of it as modifying "disgraceful;" (d) , most authors would parse "to conquer" as an infinitive used adjectively, modifying "worlds."

8. "Intended to call" is correct. When the infinitive refers to a time coincident with that of the principal verb, the present form should be used.

10. "Whom" is here a relative pronoun, the object of "destroy;" it relates to the antecedent *persons* understood, and joins its clause to that word.

U. S. HISTORY.—1. This ordinance practically covered the territory now occupied by the states of Ohio, Indiana, Illinois, Wisconsin and Michigan. The main features of the ordinance were religious freedom, trial by jury, the writ of habeas corpus, prohibition of slavery, ample provision for education, and the reclamation of fugitive slaves.

2. The fundamental cause was slavery. The South wished to extend it into all the territories, there to be protected by the nationa

government. The North said "no." The political struggles in 1820 and all through the decade of "fifty" were events pointing to an impending conflict. Other causes might be stated, as (a) industrial and social differences of the two sections; (b) their differences in political doctrines; (c) lack of intercourse between the two sections. Most of the foregoing are treated fully in our school histories.

3. John Ericason, the inventor of the Monitor; David G. Farragut, a great naval commander, who rendered our government much valuable service during the civil war; Cyrus W. Field, for laying the Atlantic cable; Thomas A. Edison, for his many inventions in the department of electricity, especially in the line of telegraphy; Capt. James B. Eads, for deepening the mouth of the Mississippi river.

5. The Mexican war began in the administration of James K. Polk. The two chief campaigns were Taylor's and Scott's. (See paragraphs 289 to 292, inclusive.) The United States received by the terms of the treaty what is now California, Nevada, Utah, and portions of Arizona, New Mexico, Colorado and Wyoming.

ARITHMETIC.—1. (a) $16 = 15 + 1$, $14 + 2$, $13 + 3$, $12 + 4$, $11 + 5$, $10 + 6$, $9 + 7$, $8 + 8$; (b) $16 \text{ less } 1 = 15$, $16 \text{ less } 2 = 14$, $16 \text{ less } 3 = 13$, etc; (c) $16 = \text{eight twos}$, $16 = \text{five threes and } 1 \text{ (unit) over}$, $16 = \text{four fours}$, etc. Objects should be used in each case, and each point illustrated clearly.

2. Taking it for granted that the class understands the cubic inch, the method of procedure should be as follows: (a) Teacher—Since the solid is 15 inches long, how many cubic-inch blocks would make an equal length? Pupils—Fifteen. Teacher—Imagine, then, this row of 15 cubic-inch blocks, and tell me how many such rows laid side by side would fit in a width of 8 inches. Pupils—Eight rows. Teacher—These eight rows side by side make what we will call a layer; now, this layer contains how many cubic-inch blocks, if it is composed of 8 rows with 15 cubic inches in a row? Pupils—Eight times 15 inches, or 120 cubic inches. Teacher—How many such layers would make a pile 6 inches high? Pupils—Six layers. Teacher—Then, if there are 120 cubic inches in one layer, how many in six inch layers? Pupils—Six times 120 cubic inches, or 720 cubic inches. Teacher—Very well; the number 720 has been obtained by multiplying together what three numbers? Pupils—Fifteen, eight and six. Teacher—Briefly, then, we may say, etc.

3. In one hour A and B can do $\frac{3}{4}$; A alone can do $\frac{1}{4}$; subtracting, we find that B alone can do $\frac{5}{12}$ in one hour. In one hour A and C can do $\frac{1}{2}$; subtracting $\frac{1}{4}$ from this, we find that C alone can do $\frac{1}{4}$; adding what B and C can each do alone in one hour, we get $\frac{11}{12}$; dividing this into unity we find that B and C can do the work in $3\frac{1}{11}$ hours.

4. If 85 % equals \$1,275, 100 % equals \$1.50, the cost. This, increased by 25 %, becomes \$1.875. Ans.

5. $\frac{9}{10} = \frac{18}{20} = 6\frac{3}{5}$ %; $\frac{8}{10} = \frac{16}{20} = 6\frac{1}{5}$ %; $6\frac{3}{5}$ % is larger than $6\frac{1}{5}$ %; therefore, 8 % stock at a premium of 20 % yields the largest profit

6. Answer, \$27.25.

7. Answers: circ. = 7.3304 feet; area, 4.276 square feet

SCIENCE OF EDUCATION.—1. The nervous system becomes accustomed to the sameness of the exercise, and refuses to be stirred into activity by it. The nature of attention is such that it is attracted or excited by variety or by new features. Monotony is the opposite of variety, and the sound element in it tends to produce a feeling of lassitude or weariness.

2. It tests the contents of his mind and its power of setting forth its stock of ideas. It tests his knowledge of words and his power of putting them together according to recognized usage. It tests his power of arrangement of ideas, as to logic, or as to the order necessary to make a complete narrative consistent and interesting.

4. That his son's penmanship would be improved by drawing, on account of their close relationship to each other; that a person with only moderate skill in drawing frequently found it very useful to him; that the study of it rapidly developed the ideas of form, size and order, and that it also cultivated the imagination and the judgment, and, by it, one's love of the beautiful everywhere is greatly intensified.

5. At first upon "the mastery of natural forces for practical uses," for attention and effort would thereby be quickly secured; then the symbolical phase should be made the more prominent, in accordance with the ideas as to what should constitute one's chief aim in life.

QUERY ANSWERED.

Why has Rhode Island two capitals? Where the members of a legislature meet is called a capital. In Rhode Island they meet in May in Newport for a short session; in the following January they meet at Providence for the long or main session. Neither of these cities is willing that the other should have all the "glory" or "influence" there is in it. Each of them claims to be the political center. The members like the novelty and variety they experience and are loath to inaugurate a change which would create the amount of ill-feeling that is always brought about by such contests. The State library is at Providence and energetic efforts are being made to erect there a fine capitol.

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
Direct all matter for this department to him.

QUERIES

506. What is the salary of the vice-president? Does the acting vice-president receive the same? J. R. KANT.

507. At \$38.50 per ton for steel rails weighing 80 pounds to the yard, what will be the cost of 90 miles of track? W. C. HOSMAN.

508. How many cubic inches in a mirror frame 6 feet by 4 feet 4 inches wide and 2 inches thick? R. L. THIEBAUD.

509. Why is the nautical mile known as a knot? D. C. PAYNE.

510. Sold $\frac{3}{4}$ of an article for $\frac{1}{2}$ of what it cost me. What rate per cent. did I lose on the amount sold, and would there be any difference had I sold the whole at the same rate?
U. S. G. CURTISS. ;

511. $19\frac{1}{2}$ is $19\frac{1}{2}$ per cent. less than $19\frac{1}{2}$ per cent. of what number?
R. H. CARTER.

ANSWERS.

493. 100 % — cost price,
130 % — desired selling price,
90 % — selling price,
40 % — reduction;
but 90 % — \$150, then
1 % — $\$1\frac{2}{3}$,
40 % — $\$66\frac{2}{3}$. ANS.

R. H. CARTER.

494. $1\frac{1}{2}$ % of \$5,000 — \$75, commission.
\$5,000 — \$75 — \$4,925, net proceeds.
\$4,925 + \$125 — \$5,050, cost of goods.
\$75 — ($\frac{1}{4}$ of \$125) — \$12.50.
\$12.50 + 5,000 — .0025, $\frac{1}{4}$ %.

WM. G. JONES.

495. If 8 be added to the less, the sum will be 100% of the greater, and if 7 be added to the less the sum is 90% of the greater; therefore, 1 is 10% of the greater, which is 10, and the less is 2.

W. F. ENTENMAN.

496. A, B, C and D are at home on the 4th, 6th and 8th days respectively. The L. C. M. of 4, 6 and 8 is 24; hence, they will all be at home on the 24th day from the start.

G. E. CLARK.

497. $\$5,500 \times 1.19\frac{1}{4} = \$6,586.25$, proceeds of U. S. bonds.
 $\$6,586.25 + .6125 = \$10,753.06$, the face of railroad stock.
10 % of \$10,753.06 — \$1,075.31, increase from railroad stock.
19 % of \$5,500 = \$330, income from U. S. bonds.
 $1,075.31 - \$330 = \745.31 , his annual gain.

NOTE.—Brokerage is estimated on the face of stocks or bonds.—ED.

498. Nearly every answer was in the negative; and yet if the blood is not purified in the lungs it will not return to the heart, and death ensues. Still, authors generally classify the lungs with the respiratory and not with the circulatory organs.

ED.

499. Let x — the payment
 $\$330 - x$ — principal for second year.
 $\$33 - \frac{x}{10}$ = interest for second year.
 $\$363 - \frac{21x}{10}$ = principal for third year.
 $\$36.30 - \frac{21x}{100}$ — interest for third year.
 $\$399.30 - \frac{231x}{100} - x = 0$.
 $\therefore x = \$120.6344$. ANS.

H. S. BURLINGAME.

CREDITS.

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MISCELLANY.

A LINGUISTIC CURIOSITY.

TO THE EDITOR OF THE INDIANA SCHOOL JOURNAL—*Dear Sir*:—It is hard to find a sentence—all the words considered separately standing in approved grammatical relations to one another—which is logically and legitimately susceptible of two antagonistic interpretations. Such an instance occurs in the Associated Press dispatch of January 18, 1894, from Washington, with relation to the issue of \$50,000,000 in bonds by the Secretary of the Treasury. Speaking of an offer already made for the bonds, the dispatch says: "There is no likelihood of the acceptance of this offer, as it is contrary to the Secretary's desire to make the loan a popular one." Without a precedent understanding of the Secretary's intentions, this language would be generally understood to import that the Secretary desires *not to make the loan a popular one*, and that this offer, if accepted, would defeat his wishes. But the Secretary desires that the loan *shall be a popular one*, and the acceptance of the offer would be contrary to his desire. The language is grammatically susceptible of either construction.

The curiosity of the ambiguity rests in its oppositeness. Its opposing interpretations are not dependent upon changes in punctuation, as in the familiar example: "What do you think I will shave you for nothing and give you some drink."

AUSTIN FLINT DENNY.

INDIANAPOLIS, January 19, 1894.

"THE HONORABLE GENTLEMAN."

TO THE EDITOR OF THE SCHOOL JOURNAL. *Dear Sir*:—As I have received several inquiries concerning "the honorable gentleman" mentioned by Burke in the opening paragraphs of his speech on American Taxation, may I answer the question for others through THE JOURNAL?

"The honorable gentleman" was Charles Wolfran Cornwall, member for Grampond. He had been the last of many speakers in opposition to the motion of Mr. Rose Fuller "to take into consideration the duty of three pence per pound weight upon tea," and it was to him

in particular that Burke addressed his answer. Cornwall had previously been of Burke's party, and opposed to the ministry; but he had deserted it for his present position as one of the Lords of the Treasury. The name of "the honorable gentleman" is of no particular importance—he stands merely for one of the opposition—and he would never have been known to fame but for Burke's opening reference to him.

Very truly,

Indiana University.

JAMES ALBERT WOODBURN.

It has finally been determined to hold the National Educational Association at Duluth, Minn.

THE ATTICA SCHOOLS are making preparations to celebrate Lincoln Day, Feb. 12. W. H. Hershman is director.

THE Southern Indiana Normal is reorganized and well organized and is looking forward with hope and encouragement.

BENTON COUNTY.—The annual association in this county will be held Feb. 9-10 at Fowler. A good program promises a good meeting.

RIDGEVILLE COLLEGE.—Favorable word comes as to the character of the work being done at this college under the new president, George Hindley.

DANA.—This new town in Vermillion County, 1000 inhabitants, has just completed a new six-room building. It is the largest and finest in the county outside of Clinton.

J. A. ALEXANDER, a graduate of the Northern Indiana Normal School and A. O. Fulkerson, a graduate of the class of '93, State Normal, will conduct a summer school at Odon, Ind.

THE Southern Indiana Teachers' Association will hold its next meeting at Rockport, April 4, 5 and 6. Programs are already in print. If you want one, write to J. H. Tomlin, Rockport, Ch. Ex. Committee.

EARLHAM COLLEGE proposes to conduct a summer school for normal, academic and collegiate instruction to begin June 19. For catalogue giving full information address President J. J. Mills, Richmond, Ind.

BUTLER.—Arnold Tompkins delivered a most excellent lecture here Jan. 13, to a crowded house. His lecture, "Life and Literature," was appreciated by the people of Butler and a cordial invitation will be given him to return and deliver another lecture in March. J. H. W. KRONTZ

THE Knox schools are still under the supervision of G. M. Alexander. Each year shows an improvement in the attendance and in the character of the work done. Last year about seventy books were added to the school library and this year all the Reading Circle books have been added.

THE Northern Indiana State Teachers' Association will be held at Frankfort, April 5 7. The program is not yet completed, but it is known that the following persons will be heard from: Dr. J. P. D. John, Lewis H. Jones, Mrs. Emma Mont McRae and Mrs. Sarah E. Tarney-Campbell.

MARION COUNTY has over two hundred teachers outside of Indianapolis. Supt. W. B. Flick reports his schools in unusually good condition. He has a good corps of teachers, and the spirit among them is excellent. Mr. Flick is a hard worker himself, and his example is contagious. His teachers all respect him.

MRS. SARAH E. TARNEY-CAMPBELL, editor primary department this JOURNAL, is now engaged in revising the readers of the Indiana series under the direction of the State Board of Education. Mrs. Campbell's selection for this important work was most fortunate, since a more competent person could not be found.

THE following numbers of the Indiana School JOURNAL are greatly desired by the State Library: Vol. IX, Nos. 1, 2, 4, 5, 6, 8, 10, 11; Vol. XIII, Nos. 4, 11; Vol. XIV, Nos. 3, 4, 5, 6; Vol. XVI, Nos. 1, 3, 6, 8, 10; Vol. XVII, No. 1. Anyone having these numbers and willing to part with them for a good price will communicate with Miss M. E. Ahern, State Librarian, Indianapolis.

DECATUR makes the following record for three months: Enrollment, 738; per cent. of attendance, 97.43; cases of tardiness, none; teachers employed, 16; a gain of 25 per cent. over last year in high-school attendance. The teachers meet with the superintendent three evenings each month to study Dewy's psychology. A new \$10,000 school building is just being completed. It contains all the modern conveniences and improvements. A. D. Moffett is superintendent.

THE STATE NORMAL opens its winter term with about 400 students. The entire enrollment of the winter term last year was 372. If the usual number enter during the term the entire enrollment will exceed that of last year by 50. It is proper to state in this connection, however, that last year no entering students were admitted during the winter term. All reports from the school are to the effect that everything is moving on smoothly and that good work is being done.

MCCORDSVILLE.—The county superintendent of Hancock county offered a \$15 prize, to be given in books, to the school in his county that would secure the largest per cent. of its enrollment in the Young People's Reading Circle. Although over 1600 names were added to the circle in the county, McCordsville won the prize. In six weeks' time the people of McCordsville have contributed, by various means, for school purposes, over \$100, \$57 going toward the library. School interest is high there. J. W. Jay is superintendent.

STARKE COUNTY.—The teachers of Starke county held their seventh annual session at Knox, Dec. 22 and 23, with all present but two. An excellent program had been arranged. At their evening meeting the teachers through their committee presented County Supt. Sinclair an elegant gold watch and chain. The surprise was so well planned that the Supt. who is always a ready talker, was for once too full for utterance, yet after a second he regained himself and thanked the donors in tender sentences for their magnificent gift and the appreciation of his labor which the act fairly demonstrated. A TEACHER.

WHITLEY CO.—Last Saturday we held one of the largest, most interesting and most profitable county institutes I have ever attended. Every teacher but one in the county responded to his name when the roll was called. The institute was held in the new Presbyterian church, which was crowded, aisles and all, to its utmost capacity with teachers and visitors. Many teachers from adjoining counties were present. The work done was in marked contrast with that of former years. Infinitives and participles were not in it, and the poor fractional divisor was not inverted, but instead were discussed the principles underlying the phenomena of the child's mind and the art of teaching as resting upon these principles. Except in numbers this institute possessed all the bearing and dignity of our state association. Mr. G. M. Naber is the county superintendent.

P. H. KIRSCH.

PURDUE UNIVERSITY.—The new engineering building at Purdue University was formally dedicated January 19. A vast crowd thronged the chapel, and the exercises were of special interest. President Smart made the opening address, paying a tribute to the late Amos Heavilon, through whose donation the new building was made a possibility, and then he introduced Governor Matthews. The Governor proudly accepted the building on behalf of the state as one of its most valuable possessions. Prof. W. F. M. Goss followed Governor Matthews, submitting a paper on the scope of technical education. An address was also delivered by Dr. H. H. Belfield, of Chicago, whom president Smart introduced as president of the best manual training school in the United States. There were also addresses by Dr. Stanley Coulter on the relation of the new laboratory to other departments of the school, and H. C. Sheridan, of Frankfort, the legal representative of the late Mr. Heavilon. The exercises closed with a eulogy on the life and gift of the late Amos Heavilon by Vice-president Stone. In the evening the faculty gave a reception to the students and friends of the university, and it is estimated that nearly one thousand guests were present. President and Mrs. Smart were assisted in receiving by Governor Matthews and wife and Mrs. Emma Mont McRae. The university buildings were handsomely decorated in honor of the occasion. Later—Since the above was in print, Jan. 26, this new building with all its appliances valued at \$160,000 was burned.

CHICAGO UNIVERSITY.—During the present quarter Chicago University has enrolled 748 students. More than 200 of these are post-graduate students, which is remarkable for a university but one year old. Cornell now has but 170 such students. The Quarterly shows that there are 260 officers and instructors in the institution. This is about one instructor for every four pupils. Cornell began with one teacher for every sixteen students. This high ratio of teachers to pupils will probably decrease as the number of pupils increases. All phases of the highly specialized work of a university of these days had to be provided for. But this ratio will not probably get lower than it is at Harvard, where there is one teacher for every ten students. All of this shows the large idea on which this new university is founded. The

authorities did not wait till they could get students before providing for ample instruction in the various lines, but made the provision, and the students came. With salaries ranging all the way up to \$7,000 (the President \$10,000) the expense in proportion to the number of students is seen to be very great, especially to those of our brethren who are accustomed to think of making a school self-supporting. Where does the money all come from? No matter; it seems to come. Rockefeller has recently made a contribution of \$500,000 for merely running expenses, conditioned however on a like sum being raised. He is amply able to carry out the vast undertaking, and there can be no question but that he intends to do so. Besides, Chicago people continue to do magnanimous things. But it is easier to compass and estimate the money side of this problem than it is the value of such an institution to higher education in the west, and therefore to secondary education also. A little leaven leaveneth the whole lump.

THE GREATEST THINGS.—The deepest coal mine is in Belgium, 3,542 feet.

The oldest known poem is the song of Miriam.

The oldest collection of poetry is the Book of Psalms.

The greatest marvel of modern times is the printing press.

The most wonderful clock is that in Strasburg Cathedral.

The deepest artesian well is at Pottsdam, 5,500 feet deep.

The largest city in the world is London, 4,764,312 persons.

The highest waterfall is the Yosemite in California, 2,550 feet.

The largest cataract in the world is Niagara, nearly a mile wide.

The oldest cannon in the world are preserved in Constantinople.

The deepest silver mines in America are the Comstock, 2,700 feet.

The United States has the greatest number of miles of railroad.

The tallest iron tower is the Eiffel monument at Paris, 989 feet.

The deepest mining shaft is at Prizdram, in Bohemia, 3280 feet deep.

The finest sea mirage is the Fata Morgana, in the straits of Messina.

The oldest college in the United States is Harvard, founded in 1638.

The largest building in the United States is the capitol at Washington.

PERSONAL.

J. V. DEER is doing well at Hopewell.

B. F. KIZER is principal at Linn Grove.

G. H. LANGBURY is the man at Monroe.

J. S. WALKER is at the head at Peterson.

ELBA BRANIGIN is in charge at Trafalgar.

E. W. ABBOTT has been called by Providence.

B. A. WINANS is the best man at Pleasant Mills.

O. L. VORIS superintends the schools at Centreville.

E. L. HENDRICKS is sounding the alarm at Nineveh.

W. V. TROTH is making a good record at Wheatland.

E. E. FRIEDLINE is principal of the Jonesboro schools.

A. J. MARTIN is principal of the schools at Owensville.

E. E. TYNER is still directing the schools at Greenwood.

C. D. KUNKLE is directing school matters at Monmouth.

ELWOOD ALLEN is in charge of the schools at Pendleton.

Robt. L. Kelly is principal of Central Academy at Plainfield.

MISS KITTIE PALMER is principal of the Franklin high school.

PROF. W. H. MACE recently lectured before the Kent Club of Yale College.

W. B. OWEN remains in charge at Edinburgh and J. P. Hayworth is principal of the high school.

JOSEPH SWAIN, president of the State University, was elected president of the State Teachers' Association.

ALBERT B. ORR and J. H. Reed are the new principals of the Southern Indiana Normal College at Mitchell.

I. B. SEAGLY, class of '92, State Normal, and wife are holding forth at Freedom as principal and primary teacher.

JESSE LEWIS, formerly of this state, is still at Warrensburgh, Mo., and remembers with pleasure his Indiana friends.

J. C. GREGG is serving his fifteenth year as superintendent of the Brazil schools. The schools are in good condition, and everything is harmonious.

MRS. E. E. OLCOTT, editor of Lend a Hand department, this JOURNAL, having rested one summer, will be ready for institute engagements next summer.

MRS. S. S. HARRELL, who was actively connected with the educational department of the World's Fair, has been elected superintendent of scientific temperance instruction in Indiana. The appointment is certainly a most excellent one.

AVERY A. WILLIAMS, county superintendent of Wabash county, recently died at his home in Wabash. He was a young man of great promise, was a graduate of Butler University and had served in his present position with great acceptance.

N. C. HIERONIMUS, of the class of '93 State Normal, is principal at Oaktown, and reports progress. The school board started a school library by purchasing a set of the Reading Circle books and the number has already increased to 80 volumes.

PRES. G. S. BURROUGHS, of Wabash College, was elected president of the College Association for next year. Dr. Burroughs also read an excellent paper before the State Teachers' Association, which THE JOURNAL will print in full in some later issue.

JAMES H. HENRY, who is serving his first year as superintendent of the Warsaw schools, reports everything in good working order. The high-school, with Mrs. Emogene Mowrer as principal, has enrolled 112, the largest number in the history of the school.

J. F. KNIGHT, formerly principal of Laporte high-school, at the close of last year left school work and turned his attention to the profession of law. Upon the resignation of Mr. Hailmann he was elected his successor, and has been induced to return again to the ranks of the teachers' profession. We welcome him back, and extend hearty greetings and friendly wishes.

J. B. ADAMS, of Wadesville, Posey county, writes: "I leave the profession, after having taught forty years. I have twenty-two volumes of THE SCHOOL JOURNAL, and I can truly say they have been a great help to me." These are good words. THE JOURNAL wishes to acknowledge its obligations to Mr. Adams, and to extend to him its congratulations and best wishes.

MISS ADELAIDE BAYLOR, who has been for several years principal of Wabash high-school, is, this year, out on a leave of absence, taking a course in Michigan University. She is expected to return and resume her work at the beginning of next school year. In her absence Miss Laura Hood, of Logansport, is acting as principal, and is rendering satisfaction to all parties concerned.

MISS ELIZABETH PEABODY died Jan. 3, at her home in Jamaica Plains, N. Y. She several years ago crossed the four score line. Her life was dedicated to the advancement of her race and she enjoyed the distinction of having opened the first kindergarten in Boston. She organized the American Froebel Union and was its first president. Her sister Sophia was Mrs. Nathaniel Hawthorne and her sister Mary was Mrs. Horace Mann.

A. J. HYLTON, assistant superintendent of the Plainfield Reform School for Boys, has received notification of his election to the directorship of the Montana State Reform School. Mr. Hylton knows all the details of the business, having served in every capacity in the school from night watchman to assistant superintendent. The new place comes as a reward of competency. Missouri, Colorado and California all have superintendents from our Indiana Reform School trained to their work by Supt. Charlton.

BOOK TABLE

LITTELL'S LIVING AGE still comes to our table filled with the choicest literature found in European magazines. It is a library in itself. Address Littell & Co., Boston.

THE INDIANA FARMER is for Indiana farmers and should be read by them. It is interested in every variety of farm life and especially Indiana farm life. Aside from its merits as an agricultural paper it can do more for the farm interests of this state than can any outside paper.

THE FEBRUARY FORUM contains an impartial review of the whole Hawaiian controversy by the eminent historian, Mr. James Schouler of Boston, who as a student of international law has gone over the whole matter especially for *The Forum*—to make it plain without any partisan purpose.

THE "EXPERT CALCULATOR" is a pocket edition of arithmetic compiled by J. D. Haney, and published by the Excelsior Pub. House of New York. It is not a work on the science of arithmetic but a compendium of short-cuts, curious rules, and remarkable facts in regard to figures. It certainly is a very suggestive and very handy little book. Price 50 cts.

MAYNARD, MERRILL & Co., New York, have added to their long list of English classics, two new books. No. 121-122 contains the essay on *Peter the Great* by John Lothrop Motley and No. 125-126 contains *Evangeline* by Longfellow. Explanatory notes placed at the bottom of each page are a matter of great convenience. The books are neatly bound in cloth with board covers. Price 24 cents each.

LECTURES AND ADDRESSES is a book of nearly 500 pages by the Hon. Will Cumback whose home is at Greensburg, Ind. It contains an extended introduction by the historian, John Clark Ridpath. It contains twenty-five addresses and thus gives a good variety. To those who have ever heard Gov. Cumback lecture it is not necessary to say that he is always entertaining. These lectures are not only interesting but instructive and elevating. It is a good book to have in one's library. The introduction by Dr. Ridpath is also a bit of good writing.

"OUR THANKSGIVING" is the name of a short story recently brought out by Miss Ella Jeannette Harper, of Indianapolis. Miss Harper came originally from Brookville, which happens to be the birthplace of several of Indiana's most distinguished citizens. The story is gotten up "regardless of expense" and has received some very complimentary notices. The first copy from the press was sent to Mrs. Cleveland in honor of the "new baby" and the author has a pleasant letter from Mrs. Cleveland in response. The JOURNAL wishes Miss Harper unlimited success in the literary field.

COMPLETE GRADED ARITHMETIC by George E. Atwood. Published by D. C. Heath & Co., Boston and Chicago. There are two books in this series. Part I is arranged for the fourth and fifth grades and Part II for sixth, seventh and eighth grades. In Part I, the author gives a course of study for the first three grades that could be used to advantage by any ingenious teacher. The first thing that strikes the person examining these arithmetics is the absence of all rules and definitions in the body of both books. Both books are just filled full with examples giving as large number and as great variety as the most generous teacher could desire. There are, however, some definitions. These are crowded over to the close of each book. Part I contains 200 pp and only 12 of these pages are devoted to definitions and rules. The great number and variety of problems on each subject furnish sufficient practice for the complete mastery of the subject. A commendable feature of Part II is a large number of varied questions on both percentage and interest practice which will give pupils such power in these important subjects that they will be able to compute ordinary transactions without resorting to pencil and paper. Price of Part I, 45c; Part II, 85c.

BUSINESS NOTICES.

HOW TO INCREASE YOUR SALARY.—Any lady teacher with little effort can increase her salary from \$50 to \$100 per year. How? By sending us a full account of all vacancies which come to her knowledge. The information is of value to us and to the teachers registered with us, therefore we will pay for it. Upon receipt of report we will write the authorities and obtain permission to recommend teachers. The fact of your writing will be held as strictly confidential. If the report proves correct, (it being the first report to reach us) and if we fill the vacancy, we will pay you \$5. You can easily report 40 or 50 positions during the season and we can fill from 10 to 20 of them, making an increase to your income from \$50 to \$100. We will also give you credit for \$1 toward a membership in our association, for the first five correct reports of vacancies. This offer is made especially to lady teachers, as they above all others most need additions to their incomes. It is not open to any superintendent who would consider it a bribe. We use our knowledge of coming vacancies for the good of the teachers and to make money. If any lady teacher desires to do the same in a small way and will send us notices early, it benefits us and many fellow teachers who will thus be enabled to find "just the right position." Address, **THE TEACHERS' COOPERATIVE ASSOCIATION, 6034 Woodlawn Ave., Chicago.** 2-1t

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

BAKER & THORNTON, of Indianapolis, are dealers in kindergarten goods and primary supplies. Send for catalogue. 12-tf

SPECIAL attention is called to the advertisement of Ginn & Co., in this month's issue of **THE JOURNAL**, printed on tinted paper. The matters therein set forth will be of interest to many teachers.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

A NEW DEPARTURE.—The National Mutual Life Insurance Company of New York occupies a new field of life insurance. It issues policies to many persons who by reason of occupation, over or under weight, former illness, family history, etc., etc., have heretofore been denied the benefits of life insurance by other companies. This is done by charging a rate corresponding with the risk assumed, the same as fire, accident and marine insurance. Hitherto this idea has been lost sight of, and applicants for life insurance who could not conform to certain cast iron rules in which prejudice often plays a larger part than common sense, have been rejected and unable to obtain protection for their families. Scores of people can be found in every community who have been rejected by some life insurance company, who, by continued good health, have proved themselves good risks and have lived longer than many who have been accepted. We are of the opinion that a very large proportion of these risks could be written with safety and profit by a proper system of rating. It has been successfully done in England for the past thirty years. The National Mutual Insurance Company has originated the Adjusted Rate Plan and proposes to extend the benefits of a good insurance on a perfect, sound and equitable basis, to a large class of deserving persons who, for trivial reasons and technicalities carried to an unwarranted extreme, could not obtain the insurance of which they stand specially in need and provide means of comfort and happiness for those they leave behind them.

FROM ARNOLD TOMPKINS.

By permission of Prof. Tompkins I publish the following contained in a letter which he recently wrote to a leading school man of this state. It will be read by thousands with much interest, because it is from a great man and expresses an opinion on some very important questions:

Can men who are at the head of independent normal schools be "*honest, earnest and efficient school men?*"

Can a school of such class have in it "*an elevating and wholesome spirit, cultivating in the student proper methods of work and right views of life?*"

The letter will speak for itself, and, if I may be allowed the indulgence, I would ask that those who read it would take special notice that Professor Tompkins speaks of the school of which I am principal, with a freedom that characterizes a great mind that can see and think without prejudice.

I admit that there is just reason for complaint against these schools. I think no one knows of their weakness better than I do.

The problem of which Professor Tompkins speaks, that of making a school self-supporting and at the same time *thorough*, we claim we have solved, and, in my opinion, the men who have solved this problem enjoy a larger *professional freedom* than any other class of school men.

Following is the extract from Mr. Tompkins' letter:

"A week's work with Pres. L. M. Sniff and Prof. L. W. Fairfield, of the Tri-State Normal School, in the Steuben county institute, fully convinced me that they are earnest, honest and efficient school men. They are effective speakers, and plead the cause of education in good shape. The indications are that the Tri-State Normal College has in it an elevating and wholesome spirit, cultivating in the student proper methods of work and correct views of life. I hasten to say this in way of fairness, for you know I have always been a little shy of the methods and doctrines of private normal school men. The problem of making a school self-supporting and at the same time thorough is a great one. Let us hope it can be done, and encourage every honest effort in that direction."

ARNOLD TOMPKINS.

I shall be pleased to mail catalogue free to any address. Please see our adv. in this number of THE JOURNAL.

L. M. SNIFF.

President Tri-State Normal College, Angola, Ind.

S. R. NILES, of the advertising agency of Boston, Mass., died recently. The business, however, will be carried on promptly and energetically as of old by the S. R. Niles advertising agency.

UNIVERSITY OF MICHIGAN

SUMMER COURSES

During the summer of 1894, beginning July 9th and continuing six weeks, courses of instruction will be offered in Mathematics, Sciences, Languages and other branches of study. These courses are primarily intended for teachers, and will be given by members of the Literary Faculty. For circulars and information, address JAMES H. WADE, Secretary University of Michigan, ANN ARBOR, MICH.

2-5t

Vacancies for September

Every day we are requested by authorities to recommend teachers for present and future openings. During the spring and summer months we are asked by School Boards, Superintendents, College Presidents and Principals to recommend—often having as high as 25 or 30 such requests in a single day. We have already a large number of openings for the school year beginning in September—Superintendencies, High-school and Town Principalships; Grammar, Intermediate, Primary and Kindergarten positions; College Professorships, Academy Principals and Instructors; Specialists in Music, Art, Drawing, Book-keeping, Penmanship, French, German, Elocution, Manual Training, etc. Also, several most excellent schools for sale. Now is the time to register if you wish to be in line of promotion, and desire a better salary for the coming school year. Send for circulars to

THE TEACHERS' CO-OPERATIVE ASSOCIATION

6034 Woodlawn Ave. (just south of Chicago University),

ORVILLE BREWER, Manager.

(2-1t)

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RIDGEVILLE COLLEGE

Denominational, Not Sectarian, Thoroughly Christian.

Two College Courses—Classical, leading to degree of A. B.; Scientific, leading to degree of B. S.

Academic Course—Four years' course for those not desiring a full college course.

Preparatory Course—Two years' course that fits for the freshman class in college.

Teachers' Course—Two years' course which thoroughly prepares for teaching and superintendency of city schools.

Business Course—One year course. Room well fitted for work. Office desks, books, merchandise, college money, etc. Penmanship, Shorthand, Typewriting.

Music and Art—No definite course arranged for this department.

Department Principals—Classical, Miss EDNA I. ALLYN; Scientific and Mathematical, CHARLES WOOD MACOMBER; Business, WILLIAM B. STARR; Music and Art, MRS. GEORGE HINDLEY.

N. B. —\$100 will pay all expenses for one year. For further particulars address
11-tf Pres. GEORGE HINDLEY, Ridgeville, Ind.

TEACHERS' CO-OPERATIVE AGENCY

"COME TO THE SOUTHLAND."

We put teachers in communication with school officers, and supply the public schools of the South and West with teachers. Special attention given to Principals and Superintendents. Oklahoma to be supplied 4,000 changes in Texas alone. With good salaries and largest school fund of any State, Texas is the teachers' Mecca. **REGISTER NOW.** Address **TEACHERS' CO-OPERATIVE AGENCY**, Box 407, SAN ANTONIO, TEXAS, for circulars, etc.

2-3t

INDIANA SCHOOL • JOURNAL

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MARCH, 1894.

NUMBER 3

THE REFORM OF HIGH SCHOOL EDUCATION.

BY NICHOLAS MURRAY BUTLER.

Viewing the American system of education as a whole, the secondary schools are seen to occupy a position of crucial importance. Their peculiar function is to broaden the intellectual horizon of their pupils by introducing them to one or more foreign languages, to the study of quantity by algebraic methods and to the general history of the race. The added power that follows upon studies of this kind, and the new insights that they give, make the secondary schools the training-ground for the directive intelligences of the country. Only a small proportion of secondary-school students go forward to a collegiate education. Most of them complete their education at this point, and turn aside at the age of fifteen, sixteen or seventeen, to take up the active pursuits of life and to endeavor to earn their own living. That the time spent in the secondary school should be well spent, and used to the greatest possible advantage, is, therefore, of importance to the whole country. European nations have recognized this fact, and the Lycee in France, the Gymnasium and the Realschule in Germany, and the Liceo-Ginnasio in Italy—the typical secondary schools of those countries—are the object of careful solicitude.

There is another reason for laying stress upon the efficiency of secondary education, particularly in the United States. The history of education teaches nothing more certainly than that all lasting educational reform must begin at the top, and exert its influence downward. This means that the elementary schools, the only place where the great mass of the population receive any systematic instruction, must be improved and uplifted, if at all, by forces emanating from the secondary school. In this fact, and not in the sentimental reasons so often advanced, lies the real ground for the support of public high-schools by the State. By the last published statistics there were enrolled in the elementary schools of the United States 12,697,196 pupils, of whom an average of 8,144,938 attended every day throughout the school year. The American people spent for the elementary education of their children \$140,277,484 in the year 1889-90. These figures mean that the total enrollment in the elementary schools in 1889-90 equalled the total population of New York, Pennsylvania and Virginia at that time; and that a number of children equal to the sum of the populations of New York and Massachusetts were to be found in the schools every day that they were open. Anything that can be done to raise the standard, improve the efficiency, and broaden the opportunities of secondary schools reacts favorably upon this immense school population underneath them.

In 1889-90 again, there were no fewer than 2526 public high-schools in the United States, having 202,963 pupils of whom 29,289 were looking forward to a college education. At the same time the private institutions for secondary instruction numbered 1632, with 94,931 pupils, of whom 26,298 were being prepared to enter college. How were these students, nearly 300,000 in number, spending their time? As has been shown time and time again in the educational discussions of the past five years, they were usually receiving short courses of instruction on a

large variety of subjects and gaining power and substantial thorough knowledge from none of them. They were often denied any opportunity of studying certain classes of subjects, such as history, physical geography, the natural sciences, French and German; or when a meagre opportunity was offered, the methods of instruction used were sterile. With a few noteworthy exceptions the American secondary schools were far inferior to similar institutions in France and Germany. It was the conviction that American secondary education was defective in itself, and that it was operating to injure the progress of the elementary schools, that led the National Educational Association to undertake, in July, 1892, an investigation of this whole question through a committee, of which President Eliot of Harvard University was chairman. This committee has become celebrated as the Committee of Ten "appointed to make an investigation of the present courses of studies in the high-schools, academies and other secondary educational institutions throughout the country, and to report the most feasible method of improving and unifying the various courses." The report of the committee has just been issued as a public document by the Bureau of Education at Washington, and constitutes, with its appendices, the most important and systematic single document dealing with education that has yet appeared in this country. It will mark an epoch in our educational development, and in time will be as celebrated in Europe as it is certain to be useful and stimulating in America.

The report itself, as is well known, is largely the work of President Eliot, whose great powers are seen to the best advantage in its structure and detailed discussions. The chairman had, of course, the benefit of the assistance and searching criticism of his colleagues, who represented, it will be remembered, every type of college and secondary school, North, East, South and West.

The appendices, which contain the reports of nine

special conferences addressed to the Committee of Ten, are a store-house of learning, teaching experience and suggestions on educational topics of every kind. Among the signatures to these reports are to be found the names of some of the leading scholars of the country, and their unanimity on a large number of matters of the first importance for any lasting reform is as impressive as it is encouraging.

What, then, is the result of these months of patient study and consideration? What are the secondary schools asked to do in order that their condition may be improved?

They are asked, first of all, to cease the practice of teaching a subject—Latin or algebra, for instance—differently for pupils who are going to college, for those who are going to a scientific school, and for those who are presumably going to neither. On this point all nine conferences and the committee themselves are unanimous. They agree that every subject which is taught in a secondary school should be taught in the same way and to the same extent to every pupil so long as he pursues it, no matter what the probable destination of the pupil may be, or at what point his education is to cease. The simplification and saving of time that will result from following this recommendation are very great and will hardly be appreciated by those who have not studied the existing school programmes.

Next, the secondary schools are asked not to introduce two foreign languages in the same year if it can possibly be avoided. In other words, let Latin be begun at least a year before French or German, or *vice versa*. In studying a foreign language, ancient or modern, emphasis should be laid on reading it aloud, on the use of good idiomatic English in translating from it, on practice in translating the foreign language at sight, and on writing it. Parents as well as teachers know how the neglect of the first injunction renders the child unable to understand a spoken

sentence of Latin or French that he could read in a minute if it were written. Neglect of the second makes translation an injury rather than a benefit, while neglect of the third and fourth makes most language study mere memory-training. How many boys who can read the first six books of the *Æneid* fluently can translate five lines of the seventh book at sight?

Similarly, in the study of science, the secondary schools are told that the laboratory or experimental method must largely displace the study of text-books if the real value of the study of natural phenomena is to be had. Things must be studied by direct contact in order to be understood. In studying science the logical order would be to begin with physics, but the special conference on the subject suggest that for practical reasons—chiefly because an intelligent study of physics presupposes an adequate knowledge of mathematics—chemistry be introduced into the curriculum before physics. The keeping of laboratory note-books by pupils is also strongly urged, and it is pointed out that an inspection of these note-books affords a surer test of the pupil's proficiency than many an old-fashioned examination would do. The study of geography, drawing as it does something from geometry, physics, botany and zoology, is more fully treated. The memorizing of the boundaries of states and their capitals gives way to a comprehensive study of the physical environments of man and its influences on him. Geography, from this point of view, becomes a genuine science and not a mere unorganized collection of more or less interesting facts, which it too often is at present.

Mathematics, long considered the impregnable fortress of the schoolmaster, who believed in what he called "mental discipline" at all hazards, is also successfully stormed. The specialists who considered this subject voted without a dissenting voice that a "radical change in the teaching of arithmetic is necessary." They ask

that the present course of instruction in arithmetic be both abridged and enriched. The abridgment is to come by curtailing or omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline. Among those would be compound proportion, cube root, abstract mensuration, obsolete denominate quantities, and the greater part of commercial arithmetic. The desired enriching of the course is to be secured by a greater number of exercises in simple calculation and in the solution of concrete problems. More attention is to be paid to facility and correctness in calculation, and less to the logical puzzles the text-book-maker prides himself upon. The elementary school is asked to begin the study of concrete geometry in connection with drawing very early. Systematic algebra should be begun not later than fourteen years of age and demonstrative geometry at the end of the first year's study of algebra.

The conference on English leave the reader in no doubt as to their views. The main objects of teaching English in schools is said to be, (1) to enable the pupil to understand the expressed thoughts of others and to give expression to thoughts of his own, and (2) to cultivate a taste for reading, to give the pupil some acquaintance with good literature and to furnish him with the means of extending that acquaintance. No subsidiary end should be allowed to encroach upon these principal ends. From the very first, it is pointed out, the pupils must be kept away as far as possible from the influence of bad models and put under the influence of good models, and every thought which he expresses, whether orally or on paper, should be regarded as a proper subject for criticism as to language. In this way history, botany, mathematics, or, indeed, any study, can be made to support the direct instruction in English rather than, as is too often the case, allowed to conflict with it. Not later than the beginning of the third school year children should be led

to compose in writing, and this exercise in writing should thereafter never be interrupted. Formal grammar is relegated to a very subordinate place. It is recommended that it be not taken up earlier than the thirteenth year of the pupil's age and pursued only so long as it is necessary to familiarize the pupil with its main principles. The pupil's reading should be of a genuine literary character and not made up of scraps of natural history or physical science. This is to be the foundation. Then in the high-school the conference recommend that the study of English should be pursued for five hours a week during the entire course of four years. "The study of literature and training in the expression of thought," says the conference report, "taken together, are the fundamental elements in any proper high-school course in English, and demand not merely the largest share of time and attention, but continuous and concurrent treatment throughout the four years." It need hardly be said that compliance with this suggestion will effect an educational revolution; it will put the mother-tongue where it ought to be, in the chief place in the curriculum and displace mathematics and Latin, which, under existing arrangements, usually divide it between them.

It is also very interesting to find the conference declaring that the best results in the teaching of English in high-schools cannot be secured without the aid given by the study of some other language, and that Latin and German, by reason of their fuller intellectual system are especially suited to this end.

The following table shows better than any verbal description could just what the several conferences recommended. It also shows that they were very moderate in their demands on behalf of their several subjects. If all the recommendations of the nine conferences were carried out, the resulting secondary school programme for a four years' course would be as there given, estimated in weekly periods:

<i>First Year.</i>		<i>Second Year.</i>	
Latin	5 p.	Latin	5 p.
English Literature, 3 p. }	5 p.	Greek	5 p.
English Composition, 2 p. }	5 p.	English Literature, 3 p. }	5 p.
German or French	4 p.	English Composition, 2 p. }	5 p.
Algebra	5 p.	German	4 p.
History	3 p.	French	4 p.
	22 p.	Algebra, 2½ p. }	5 p.
		Geometry, 2½ p. }	5 p.
		Astronomy (twelve weeks) .	5 p.
		Botany or Zoology	5 p.
		History	3 p.
			37½ p.
<i>Third Year.</i>		<i>Fourth Year.</i>	
Latin	5 p.	Latin	5 p.
Greek	4 p.	Greek	4 p.
English Literature . 3 p. }	5 p.	English Literature, 3 p. }	5 p.
English Composition, 1 p. }	5 p.	English Composition, 1 p. }	5 p.
Rhetoric	1 p.	English Grammar, 1 p. }	5 p.
German	4 p.	German	4 p.
French	4 p.	French	4 p.
Algebra, 2½ p. }	5 p.	Trigonometry (half year) }	2 p.
Geometry, 2½ p. }	5 p.	Higher Algebra (half yr.) }	2 p.
Chemistry	5 p.	Physics	5 p.
History	3 p.	Anatomy, Physiology, and Hygiene half year).....	5 p.
	35 p.	History	3 p.
		Geology or Physiography }	3 p.
		(half year.)	
		Meteorology (half year) .	
			37½ p.

It is at once apparent that such a programme as this is far more extensive than any pupil can follow, but it is also apparent that it makes no demand that a large, well-equipped school cannot meet. It provides the material from which a hundred programmes can be constructed; and if the standard number of weekly periods be changed from 5 to 3 (as is done by the Committee of Ten in another table), it would not be easy to make a bad programme out of it. For the individual pupil a selection must be made and it should, of course, be made according to some fixed principles. These principles which apply to all programme-making for schools, the Committee of Ten summarize in this way: All subjects should, so far as possible, be treated in the same way for all pupils. Time enough must be given to each subject to win from it the

kind of mental training it is fitted to supply. The different principal subjects should be put on approximate equality so far as time allotment is concerned. All short information-courses should be omitted; and the instruction in each of the four main lines—namely, language, science, history, mathematics—should be made continuous. These admirable principles speak for themselves; they are sound in theory and in practice. Yet some or all of them are constantly violated in the courses of study in vogue in public and private schools.

The Committee of Ten next attempt to apply these principles or to illustrate their application, in four programmes of their own, which are submitted not as finalities, but as samples of good school-programmes. In these the committee limit the pupil to twenty weekly periods of forty-five minutes each—a very moderate allowance—and expressly say that ample time remains in which to give instruction in drawing, singing, elocution, and gymnastics, if such be desired, without overworking the pupils. They also recommend that a portion of Saturday morning be regularly used for laboratory work in the scientific subjects and that one afternoon each week, in favorable weather, be given to out-of-door instruction in geography, botany, zoology and geology. The committees' four sample programmes, which will be eagerly studied by high school teachers all over the country, are given. Their chief difference will be found, as the heading given to them will imply, in the relative amounts of time given in each to foreign languages.

It cannot be claimed that these four programmes are beyond criticism, or even that they adhere fully to the principles laid down by the committee. Indeed, to adhere to these principles in a four years' programme is by no means easy. Were the schedule extended to cover six years there would be little or no difficulty. Yet the programmes may well serve as samples or patterns in many respects and any one of them would give a substan-

tial and liberal secondary-education. As given by the committee, they represent an ideal, but under existing circumstances in the United States as to the training of teachers and the provision of the necessary means of instruction, the two programmes respectively called Modern Languages and English will in practice be distinctly inferior to the Classical and the Latin Scientific.

The committee look forward to the time when the secondary schools will have so improved their instruction that the colleges will be able to accept for admission any successful graduate of a good secondary school. When this time comes, the barrier between schools and the colleges will be broken down, their mutual distrust will cease, and the necessity of "cramming" students to pass college admission examinations will no longer interfere to prevent the best possible training in the schools.

THE COMMITTEE'S FOUR SAMPLE PROGRAMS.

I.—CLASSICAL.

THREE FOREIGN LANGUAGES (ONE MODERN.)

<i>First Year.</i>	<i>Second Year.</i>
Latin.. 5 p. English 4 p. Algebra 4 p. History 4 p. Physical Geography 3 p. <hr/> 20 p.	Latin..... 5 p. English 2 p. German* (or French) begun. 4 p. Geometry 3 p. Physics 3 p. History 3 p. <hr/> 20 p.
<i>Third Year.</i>	<i>Fourth Year.</i>
Latin..... 4 p. Greek* 5 p. English 3 p. German (or French) 4 p. Algebra, 2 p. } 4 p. Geometry, 2 p. } <hr/> 20 p.	Latin..... 4 p. Greek 5 p. English 2 p. German (or French) 3 p. Chemistry 3 p. Trigonometry and Higher Algebra, or History 3 p. <hr/> 20 p.

*In any school in which Greek can be better taught than a modern language, or in which local public opinion or the history of the school makes it desirable to teach Greek in an ample way, Greek may be substituted for German or French in the second year of the classical program.

II.—LATIN-SCIENTIFIC.

TWO FOREIGN LANGUAGES (ONE MODERN.)

<i>First Year.</i>		<i>Second Year.</i>	
Latin.....	5 p.	Latin.....	5 p.
English.....	4 p.	English.....	2 p.
Algebra.....	4 p.	German (or French) begun.....	4 p.
History.....	4 p.	Geometry.....	3 p.
Physical Geography.....	3 p.	Physics.....	3 p.
		Botany or Zoology.....	3 p.
	20 p.		20 p.
<i>Third Year</i>		<i>Fourth Year.</i>	
Latin.....	4 p.	Latin.....	4 p.
English.....	3 p.	English { as in Classical, 2 p. } additional, 2 p. }	4 p.
German (or French).....	4 p.	German (or French).....	3 p.
Algebra, 2 p. }	4 p.	Chemistry.....	3 p.
Geometry, 2 p. }	4 p.	Trigonometry and Higher	
Astronomy (half year) and		Algebra, or History.....	3 p.
Meteorology (half year)....	3 p.	Geology or Physiography	
History.....	2 p.	(half year), and Anatomy,	
	20 p.	Physiology, and Hygiene	
		(half year).....	3 p.
			20 p.

III.—MODERN LANGUAGES.

TWO FOREIGN LANGUAGES (BOTH MODERN.)

<i>First Year.</i>		<i>Second Year.</i>	
French (or German) begun..	5 p.	French (or German).....	4 p.
English.....	4 p.	English.....	2 p.
Algebra.....	4 p.	German or French begun..	5 p.
History.....	4 p.	Geometry.....	3 p.
Physical Geography.....	3 p.	Physics.....	3 p.
	20 p.	Botany or Zoology.....	3 p.
			20 p.
<i>Third Year.</i>		<i>Fourth Year.</i>	
French (or German).....	4 p.	French (or German).....	3 p.
English.....	3 p.	English { as in Classical, 2 p. } additional, 2 p. }	4 p.
German (or French).....	4 p.	German (or French).....	4 p.
Algebra, 2 p. }	4 p.	Chemistry.....	3 p.
Geometry, 2 p. }	4 p.	Trigonometry and Higher	
Astronomy (half year) and		Algebra, or History.....	3 p.
Meteorology (half year)....	3 p.	Geology or Physiography	
History.....	2 p.	(half year), and Anatomy,	
	20 p.	Physiology, and Hygiene	
		(half year).....	3 p.
			20 p.

IV.—ENGLISH.

ONE FOREIGN LANGUAGE (ANCIENT OR MODERN)

First Year.	Second Year.
Latin or German or French. 5 p. English..... 4 p. Algebra..... 4 p. History..... 4 p. Physical Geography..... 3 p. <hr/> 20 p.	Latin or German or French. } 5 or 4 p. English..... 3 or 4 p. Geometry..... 3 p. Physics..... 3 p. History..... 3 p. Botany or Zoology..... 3 p. <hr/> 20 p.
Third Year.	Fourth Year.
Latin or German or French. 4 p. English { as in others, 3 p. } 5 p. { additional, 2 p. } Algebra, 2 p. } 4 p. Geometry, 2 p. } Astronomy (half year) and Meteorology (half year).... 3 p. History { as in Latin-Sci- } 4 p. { entific..... 2 p. } { additional... 2 p. } <hr/> 20 p.	Latin or German or French.. 4 p. English { as in Classical, 2 p. } 4 p. { additional... 2 p. } Chemistry..... 3 p. Trigonometry and Higher Algebra..... 3 p. History..... 3 p. Geology or Physiography (half year), and Anatomy, Physiology, and Hygiene (half year)..... 3 p. <hr/> 20 p.

Only the most salient points of this striking report have been touched upon in this paper. It will amply repay the study that every teacher and every intelligent parent ought to give it.—*Harper's Weekly*, Jan. 11, 1893.

TWO SCHOOLS I VISITED.*

W. W. PRIMMER, SUPERINTENDENT SCHOOLS OF NEWTON COUNTY.

Though seldom I speak of my visits,
 Yet I think in regard to just two,
 That no one would think it improper,
 Were I to describe them to you.

Two visits contrasting so greatly,
 So widely unlike that it seems
 So strange and absurd, yet the truth is
 They come to me often in dreams.

*Read before the County Supt. Section of the State Association, Dec. 26, 1893.

The one as a nightmare to rob me
Of sleep when to slumber inclined;
The other a vision of pleasure,
Which rests and refreshes the mind.

The first of the two I shall mention
I visited late in the fall.
The teacher had no intimation
That I was intending to call.

I lifted the latch without knocking
And quietly opened the door,
And there at the side of the teacher
Sat two little boys on the floor.

Abruptly their punishment ended,
At sight of her unwelcome guest,
The teacher, embarrassed, commanded,
"Now go, and behave like the rest."

Then up with the air of a victor
Full quickly each culprit arose,
And marched to his seat, grinning triumph,
And brushing the dust from his clothes.

Then quickly the teacher came forward
And offered a wordy excuse,
How first she had tried this and then that way,
But each one had proved of no use.

She volubly told of her trials,
Her wrongs and her trouble and care.
I noticed her dress was untidy,
And somewhat dishevelled her hair.

I glanced at the school half-expecting
To find its appearance the same;
One glimpse at those grimy young faces
Put my gravest suspicions to shame!

And the room! How shall I describe it!
Its smoke-blackened wall and a floor
That cradled a miniature mill-pond,
'Round a pail that stood near the door.

Great cobwebs festooned ev'ry corner,
And under the benches were strewn
The relics of thirty odd dinners
The children had eaten at noon.

I seated myself and was turning
The leaves of the register o'er,
When from under the covers there fluttered
Some dainty white sheets to the floor.

I stooped to recover the leaflets
Ashamed of my carelessness, when
My eye caught this loving inscription,
"My dearest and only dear Ben."

I could not resist the temptation,
So beneath I wrote, "As a rule,
A lover is worse than the measles
To impair the work of a school."

"The third reader class," called the teacher;
A cyclone swept down every aisle,
And landed a dozen young hopefuls
In a wabbling, uneven file.

"Johnnie Jones, now tell me the lesson."
But Johnnie stood halting in doubt;
"Why, Johnnie! you surely can tell me,
What it is your lesson's about!"

"We wuz to have this un," said Johnnie,
"That tells us a hoss chestnut burr,
But mos' alus we reads another
Whenever somebody is huer."

Oh, fatal and foolish delusion!
Thou art still to be met with, I find,
And Johnnies are not always needed
To make the fact clear to my mind.

I staid till the close of the session,
Then kindly and firmly I tried
To show to this teacher each error,
Alas! she grew angry and cried.

Go teach pedagogy till doomsday,
Psychology till you are old
And wrestle till gray with De Garmo,
But you cannot turn dross into gold.

II.

A bleak, dreary day in December,
The north winds were blowing a gale,
That tugged at each shutter and shingle,
And sent down the chimney its wail.

A gloomy, dark day in December,
Such a day when we all of us know
That the tide of mischief runs highest
And patience is ebbing so low.

I drove to the schoolhouse unnoticed,
And noted when first I drew rein
That outward appearance of neatness
Which often we look for in vain.

Again without knocking I entered,
Shut out the storm's bluster and din;
Though gray was the day on the outside,
I found there was sunshine within.

I found there a school room so pleasant,
So home-like, so cheery and neat,
A teacher (my wife is not present),
No word will describe except sweet.

No need to give outline of features;
Sweet patience, sweet temper will grace
With a touch of heaven-born beauty,
The comeliest or homeliest face.

This teacher was busy explaining
An intricate problem somewhere
In mystical, mazy percentage,
And hadn't a moment to spare.

A smile and a nod was her greeting,
Never stopping her work until through;
Her action said plainly here's something
Of much more importance than you.

In truth it did seem my importance
Had shriveled and grown very small,
And long e'er the noon intermission
I found that I had none at all.

Adroitly she questioned her pupils,
And soon I had no room to doubt
That problem was inside the pupils,
And her work was bringing it out.

I sat through the long recitation,
And watched with a growing surprise
That busy, contented young army,
And scarcely believed my own eyes.

What magic had charmed these wild spirits,
Had wakened each sluggard and kept
At bay every impulse for mischief
Each passion had soothed till it slept?

Not long did I ponder the question,
What power an equal can prove
To the charm of a womanly woman
Whose magic is patience and love?

Go preach pedagogics, 'tis worthy;
I give you God speed on your way,
But remember 'tis motives not science
Too many are lacking to-day.

For 'tis with our noble profession
The same as I found with these two,
Some teachers are teaching for wages
And some for the good they can do.

DEPARTMENT OF PEDAGOGY

[Conducted by ARNOLD TOMPKINS.]

LIMITS OF THE TEACHER'S RESPONSIBILITY.

In the January number of the INDIANA SCHOOL JOURNAL, among other things I read this: "We venture the assertion that if the pupils will not get their lessons without being kept after school there is something wrong with the teaching." And, I concluded, if the teaching is wrong, the teacher is wrong. This set me a-thinking. I remembered other instances of "something wrong with the teaching;" and, ergo, something wrong with the teacher.

If Willie must be isolated in the school-room, so that sufficient space is between him and the other pupils to keep him from bothering them, the teacher is wanting in the power of discipline. If John is sent home for general perverseness, the teacher is shirking his duty, for John was sent to school to be controlled. If Robert is whipped, the teacher is brutal—he is wanting in moral

force. If Jane does not do her sums in arithmetic the teacher does not know how to interest her. If Joe fails to understand grammar, the teacher should so teach him grammar that he must understand it. If Mary is not zealous in the study of poetry—if she fails to see the lesson of love and trust in those verses dedicated to her namesake—the teacher has not revealed the beauties of poetry to her. If James breaks his arm on the playground; if Sammy shies a snowball into Susan's face; if Peter tarries long on his way home of evenings; the outraged parent indignantly inquires what the teacher is about. If boys and girls are rude to their elders on the streets, or if they misbehave in public assemblies; if they practice vices injurious alike to body and soul, the moralist bewails the degenerate influence of the teacher, and designates the public schools as hot-beds of crime. If want of cleanliness induces some contagious disease among the children; if improper lighting injures the eyesight; if unfit seating results in curvature of the spine; if ill-ventilation causes general debility of the system, the physician or editor reads the teacher a lecture on the physical environment of the school.

Is there any teacher of a few years' experience who has not heard every one of the above named complaints? Is there any teacher who cannot add to this list almost indefinitely from what he has read in professional journals and books and what he has heard at county institutes?

The teacher has something to do with each of these cases, and, therefore, has a duty to perform in connection with each, and he is responsible for the performance of that duty. But the parent, the moralist, the physician, the educational writer and the institute worker seem to agree in declaring that the faults belong to the teacher exclusively. The pupils, the school officers, the community, the school house with its furniture and appliances—they seem to regard all these as potters' clay,

awaiting the guiding hand of the teacher. He is the Aladdin's lamp whose presence must give to the pupil the perfections, both of mind and body, that would fit the pupil for that high fortune to which the teacher must lift him. And to complete the climax many a well-meaning teacher accepts this burden—assumes the responsibility of the proper conduct of the universe!

Will a thoughtful inquiry into this matter sustain this assumption? Show it to be reasonable?

The teacher is but one factor in the product known as the school. And instead of being a major, he is in many respects a minor factor. "As is the teacher, so is the school" has its limitations. In its general character the school must be what the community makes it—not what the teacher may wish it. As to physical environment—the house, grounds and out-buildings, the furniture, the appliances—he must accept what the trustee gives him. He may modify these somewhat when he gets possession of them, but he cannot replace them. The parent is in nowise subject to the teacher, "nor indeed can be." The doting father and the fond mother will be moved very little, in the right direction, should the teacher suggest, however meekly, that their child is lazy and is possibly a liar. Some won't care; some will be sorry, but admit they can't help it; and some—you'll wish you hadn't mentioned it to them. And, finally, the pupil is himself a very important factor, and by no means a passive one, in school work. He is a very positive factor. Indeed, he is positive when he is negative.

Before the teacher can explain the arithmetic to Jane, she must have the calculative faculty. Before Joe can be interested in grammar, he must have a capacity for interest. Before one can reveal to Mary the emotions in a poem, she must be able to understand a revelation. If Robert must be treated brutally it is because he is a brute. If moral suasion does not affect Willie, it is because he has no moral nature to respond.

And most important of all, the pupil should also know that he has a will, and that it is his business to will to use that will for his own well-being. This matter of the pupil's willing his own good for himself is of the highest moment to him. No one can do anything for him until he does this for himself. Yet the most thoughtful pedagogical writers too often make the pupil's will depend upon something else, thus destroying the attribute of will—its independence. In practice how often we try to lift from the pupil all responsibility, thereby treating him as a thing without will. And the indifferent girl and the don't-care boy are content to be free of the burden, leaving the teacher to struggle under the load as best he can.

No unballasted ship ever rode a storm in safety. The only ballast that will steady the ship of life is the ballast of responsibility. Every worthily-lived life has had its weight of responsibility to keep itself righted. Then load each child with his due share, and even if he should go down under its weight, it is yet better than if he never learns there is a responsibility that is his own. A teacher may direct the pupil's observation but he cannot observe for him. The teacher may suggest the solution of a problem but cannot solve it for the pupil. A teacher may lecture a pupil upon truth-telling but cannot tell the truth for him. A teacher's will may control a pupil's behavior while in sight of him, but the teacher cannot will for the pupil.

The teacher is not responsible for the customs of a community. If a community indorses the saloon traffic, cultivates the reading of vile literature, upholds cigarette smoking, or permits late hours and social dissipation amongst its youth, it is no business of the teacher's. Should he undertake, as a teacher, to right these, he will have his trouble for his pains. It is his duty as a citizen to unite with all right-meaning citizens to beat down all these vices; but he mistakes his mission when

he attempts, single-handed, to right them by virtue of being a teacher.

The teacher, in common with the preacher, is prone to magnify his own importance as a factor in the well-being of others. Quite frequently he seems to think the responsibility for the outcome of those under his care rests solely with himself. The teacher should rise high enough to see beyond himself—to see himself, the child's will, the home influence, the community, to see all these as mutually acting and reacting in working out the evolution of the child-soul.

That the teacher has a responsibility, and a great one, no one wishes to deny. And let him by all means magnify his office but let it be done in sober sense and just judgment—not in the shallowness of sentimentality. A strong true sentiment for the good of every one of his pupils is the motive power needed by every teacher, but this sentiment must be controlled by the will and regulated by the balance-wheel of intelligence. In common with all, the zealous, honest, intelligent performance of his duties is incumbent upon the teacher. The results may be left to care for themselves.

So many duties fall to the teacher's lot that he should husband well his energies. It is his duty not to waste his energies in lamenting and worrying over what he has failed to accomplish. The boys' loafing about the drug-stores, pool-rooms and railway stations; the assertion of bad ancestral and home influences; the failure of the child to respond to his best efforts—these may cause true sorrow and deep regret, but for them the teacher is not responsible. He is rather responsible for the direction of his energies to the helping of those who wish help. Yet I would not be understood as saying the teacher is ever justified in ceasing his struggle to arouse the indifferent, but he should not lose sleep over his failure to arouse them.

Here, as elsewhere, we find our model in the great

Teacher. After his ministry of three years in which he had with infinite love gone out to the Jewish people, he was compelled, on the last approach to Jerusalem, to cry out with the agony of Gethsemane, "O, Jerusalem, Jerusalem, thou that killest the prophets and stonest them that are sent unto thee, how often would I have gathered thy children together even as a hen gathereth her chickens under her wing, and ye would not." Infinite power and love have not broken the will of the stiff-necked. Why should the teacher expect to?

W. D. HAMER.

AFTER ALL, WHAT IS EDUCATION?

"I remember the sneer of the first campaign, that Lincoln had only got 'six months' education.' It was wrong; it should have been 'six months' schooling;" he had only that but he was the best educated man of his time."—*McIntyre*.

Shakespeare's lack of education has often been referred to. It is said that he knew a "little Latin and less Greek; that he did not know the classic writers. And some one replies that, what was of greater moment, the classic writers did not know Shakespeare.

It is a current remark about a class of people who stand out from their fellows because of great power of thought, skill in using faculties and depth of experience but who have had little schooling, that they lack education.

We often hear it said of men in important positions in school work, who "by force have made their merit known" but have not gone through the formal college curriculum, that they lack education. The superintendent of a school who brings all his energies to bear on the problem before him may be therein deprived of pursuing Latin, Greek and mathematics in a college, but in these days when one subject is thought to have as much educational virtue as another, if properly pursued, who will

admit that such a man lacks education because he lacks schooling? Does education consist in knowing certain definite things or in power and versatility of thought and emotion, which elevate the life into truth and virtue and which may come from any form of true and deep experience a person has with the world about him? Shall we revise such a man's education, or our own notion of education?

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

PRIMARY MEANING OF HARD WORDS.

A few days ago I looked over a lesson in the Indiana Fifth Reader, Ichabod Crane, which the pupils of that grade were studying. There are eighteen paragraphs in the lesson and in the first nine I counted one hundred and sixty words under which the pupil had put lines. I asked her what those lines were for and she said they had to get the dictionary definition of the words. Of course, they had not taken this all in one lesson, only two or three paragraphs each day.

Some of the words marked were quite difficult, and others were so simple that a six-year old child would have understood their meaning if used in conversation or if they occurred in a story read or told to him. To be sure, he could not give an accurate definition, as indeed very few of us can do of the greater part of the words we use. Some of these words marked for getting the dictionary definition, as the little girl said, were riding, quietly, midnight, cheerily, giant, watch-dog, whistling, lonely, across, above, center (of the road), and shadow. These pupils, reading in the Fifth Reader, must hunt up definitions for these words of which they have known sufficient meaning for years!

I said, "But you already knew the meaning of whist-

ling?" "Yes, ma'am, but I could not give the dictionary definition." Then I asked, "What is whistling?" "Whistling is a sound made with the mouth." "Are all sounds made with the mouth whistling?" "Oh, I don't know; that is what the dictionary says whistling is and that is the definition the teacher had us give." "Would not a definition of your own answer as well if you gave the correct idea?" "No, ma'am, we must give what the dictionary says." "Have you a better idea of the thought in the lesson with the dictionary definition of whistle than you had before?" "I don't know; I had not thought of that helping to give me a better idea of the lesson."

These teachers say the lessons are so difficult or the pupils such poor readers they cannot take an entire lesson at a time and work upon the meaning as a whole. In either case the children should not be attempting to read these selections. But the real difficulty lies in what the teacher thinks reading is. She thinks it is a correct pronunciation, ability to give definitions of particular words, holding the book in the left hand, standing erect, etc., etc., while the essential reading act is not in these things at all

Reading is an act of the mind and not an act of the feet, the left hand or the mouth; and a pupil may really read, get the thought the author had and not stand up at all, have his book in his right hand and his mouth shut. He may get the main thought of the whole selection, experience the feelings the author hopes to arouse, determine in his own mind to be a better boy and not be able to give the exact meaning of many of the words, or to pronounce them all correctly.

The first thing is to assign the whole lesson the first time it is to be considered—don't give it out piecemeal. If the children are normal human beings they will read the whole even if it is not assigned.

Put some definite questions to the class on the meaning

of the lesson and give a half hour for study. The questions may be: What are the pictures you get from the lesson? What is the central thought in the lesson and how does the author show this truth? What was the author's purpose in writing the lessons and reasons? Any one of these questions worked out fully is sufficient for a recitation.

But some one who has always had visions of hard words, insists that the pupil cannot get the meaning of the lesson unless he can define each word. This teacher forgets that the context helps in the meaning of nearly all the words used, and if the pupil finds he must have the exact meaning of some word before he can give some phase of the meaning, then and there the exact meaning should be given. It is then the pupil feels the necessity for it.

In speaking of getting the meaning of the lesson as a whole, it is not the thought that the work is to be so general that any sort of a guess answer will do. But if the assignment had been, *show the distinct pictures*, the pupil would have to make a close study of the lesson to include everything the lesson would warrant and no more and he would need to *recite with his book open*. The recitation should be partly a test of what the pupils had been able to prepare alone and then it should go farther and lead them to see more and feel more (outgrowths of reading itself) than they were able to do alone.

In constructing these pictures (if this were the lesson) the pupils must use the ideas expressed by most of the words and they will get these meanings from what they already know of the word or from the context or from both. But if these sources do not give it, then they should go to the dictionary.

The same is true if the pupils were trying to find the central idea in a lesson or the author's purpose.

If several days are spent upon different phases of the meaning of the lesson there will not be many words left

of which the pupils have not a pretty good idea of the meaning, although they might not be able to give accurate definitions. If accurate defining is the end to be reached, form a dictionary class but do not call it reading.

APPOMATTOX COURT-HOUSE, APRIL 9, 1865.

The date selected for April is the 9th, the virtual close of the civil war, which assured the freedom of the negro in the United States. It might be well, in connection with the following story, to go on and give the circumstances of President Lincoln's death, April 15, even if it was given in February. It is a good idea in teaching to bring up frequently facts previously presented. The following story is, in the main, adapted from "The Story of Slavery" in "Children's Stories of American Progress."

THE STORY OF SLAVERY.

A long while ago, long before even your grandfathers and great-grandfathers were born, the story which I am going to tell you began. It was when there were very few white people in this country, and those few lived along the Atlantic ocean. Almost the whole of the United States was then the home of the Indian.

It was in the summer of 1619 that a Dutch vessel sailed up the river to the one English town in this country, Jamestown, Virginia. The whole land was beautiful with summer, but to the eyes that looked wearily out of the port-holes of the ship the place seemed dreary and desolate, a land of exile and death.

The vessel had been sailing the Atlantic for months, carrying a band of prisoners kidnapped on the coast of Africa. These prisoners were negroes who had been stolen from their homes, and were now sold to the white men at Jamestown to pass their whole lives as slaves on the southern plantations. For more than a century ship after ship crossed the Atlantic with these wretched men,

women and children, until there were three hundred thousand slaves in the South, and the work was entirely done by the negroes, who for their long days of toil received only the poorest clothing and plainest food, which the master gave, and he gave these because without food and clothing the slaves would have been useless to him. There were white men who were overseers, and when they saw anyone not working as hard as they thought he should they often whipped him upon his bare body. And while the poor negro was working in this way, oftentimes the master would sell him and separate him forever from those he held dearest on earth. Or the master might sell a mother, and she would have to leave her husband and little children and go miles and miles away to work for a new master and probably never see them again. Sometimes it was a little boy or girl of your own age who was sold and made to go to a new home, and never see father and mother, baby sisters and brothers again.

The southern slave-owners did not allow any one to teach the negroes to read and write. They punished people who did so, and they hired preachers who would tell them that the Bible said it was right to keep slaves, and who said that the slaves were much better off and happier than they would be free. They even said the negro had no feelings—that he could not love his wife and children—and that he could not tell when a thing was right and when wrong, and that he would not even know what freedom meant. But, when the meeting was over and while the people were standing around the church door, they might see a procession of sad-faced men and women, bare-headed, half-clothed, without shoes and stockings, chained together by an ox-chain, and followed by a man with pistols in his belt and a whip in his hand. Then it would seem that the words of the preacher had been false, and that it was never meant that men

and women, even if they were black, should be driven in chains like wild beasts.

In every city and village in the South such scenes were common. Carts passed along the highways filled with half-naked children, while women and girls followed behind with the blood streaming from the lashes they had received when weariness made them drop down by the wayside. And in the great slave depots, where the large slave sales were held, the thumb-screws, gags, chains and whips covered the walls. These poor slaves were beaten like dogs and sold like cattle, even at the time when Thomas Jefferson helped write that wonderful letter, the Declaration of Independence. You remember in this they said all men are free and equal, but some of the people said negroes were not men and women.

At the North it was not so profitable to keep slaves as at the South, and gradually there grew up a feeling against it. Then the slaves began to run away from their southern masters and try to reach the North, the land of freedom. Sometimes an escaped slave, after years of labor, would save enough money to buy his wife and children from their master, and then the united family would live happily together in the North, and once in awhile a kind master would liberate a favorite slave.

During all these years the feeling was growing in the North that it was wrong to keep slaves, and at the same time the South was becoming more determined than ever that they should be allowed to do as they pleased in regard to slavery, and they insisted that it was right, that the Bible said so.

You remember the story of Abraham Lincoln and that he was president of the United States. It was almost thirty-five years ago that he was first elected. The south knew that Lincoln thought it was wrong to keep slaves and when they found that he was going to be president they said they would not be a part of the United States any longer and declared they were a nation

in themselves and separate from the rest of us. Mr. Lincoln said he would not allow them to be a separate nation and he raised an army to compel the South to remain a part of the United States.

He said the constitution, the great law of the country, would not allow them to do this.

The south, too, raised an army and for four long years the most dreadful battles were fought. In some families one of the boys thought Mr. Lincoln and the north were right, while the other brother thought the south right and the north wrong. Then one would go into President Lincoln's or the Union army, as it was called, and the other would go into the Southern or Confederate army. Then these two brothers would often have to fight against each other.

While the war was going on President Lincoln declared all the slaves in the United States to be free. Then the south knew if they failed, they could never have slaves again.

How desperately they fought! The principal general for the north was Grant, and for the south was Lee. On the 9th of April, 1865, they met for their last battle at Appomattox Court House, Virginia, only a few miles from Jamestown, where the first slaves had been landed, and sold on that beautiful summer day almost two hundred and fifty years before.

General Lee looked about and saw Grant's army all stationed ready for the dreadful battle which must come. Then he looked at the remnant of his once fine army—the men were few, hungry and worn out. He felt it would be useless to enter into battle.

It was Sunday morning of April 9th, 1865. General Lee sent word to General Grant that he should like to talk with him. That pleasant Sunday afternoon the two great generals met in a little parlor near Appomattox Court House and talked over the terms of surrender.

General Grant showed what a true, manly man he

was—he only asked General Lee that the soldiers promise never again to fight against the United States government and they might go to their homes. He even allowed the Southerners to take their horses with them to help in their spring plowing.

This was really the close of that long war in which many of your fathers and uncles and grandfathers fought. The war was most certainly a dreadful one but it kept the south from leaving the United States and made the negro free.

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

“Look up and not down
Look forward and not back
Look out and not in;
Lend a hand.”

TO READ OR NOT TO READ.

III.

We know the fable of the deer who, viewing his own image in a clear brook, soliloquized with great pride about his beautiful branching antlers but who, chancing to notice his feet, expressed much dissatisfaction because of their ugliness and regretted that he could not dispense with them. Suddenly he heard the baying of hounds and the depised feet bore him swiftly away from his pursuers.

The reading of entertaining lessons, or interesting supplementary selections, the reproduction of bright sketches or beautiful poems, these are like the branching antlers, pleasant to consider. But the drudgery, the “five-finger exercises” of learning the pronunciation and meaning of words, is like the deer’s ugly but useful feet. We dislike the uninteresting drill which is needed to fix even familiar words in the youthful mind.

It is so uninteresting that it makes one sigh to even write about ways and means of putting the child into full

possession of the words he must use in reading. Yet without this drudgery, this repetition of words once learned, the reading will be very lame. If the work be faithfully done in the lower grades, there comes a time, in a few years, when it is a minor consideration, but if it be neglected the reader will limp even in the high-school. The beginner in reading, as the beginner in music, has relatively far more drudgery and less reward than those who have mastered the rudiments. "The boy can run, the boy can play, the boy can run and play" is very similar to the "one, two, three, four" of a piano lesson. But the eye and the tongue need the practice in the one quite as much as the fingers in the other.

While the class are in Part I of the first reader, there are fewer available helps and consequently a greater tax upon the teacher's tact and ingenuity to give the wisest practice in reading. Whatever aids she has or has not, she needs to print and write many original reading exercise on the blackboard. The new words should be woven into sentences at once. Reviews by means of sentences should be given as by the rapid naming of words written in columns. For instance, there are about fifty different words in the first thirteen lessons in the Indiana First Reader. The following review sentences use nearly every one of them. Let each child read the whole lesson and the teacher can judge quite accurately how thorough her previous work has been. To give more practice in using plural nouns the verb "are" had been taught though it does not occur until lesson twenty-six.

REVIEW SENTENCES.

1. The dog and cat and hen can run.
2. Dora has a little red pig.
3. She will play with it now.
4. Will the pig go to the fence?
5. What is on the fence?
6. My hat and ball are on it.
7. The boy and girl will run for my ball.

8. Do you see Nat and Tan?
9. This old dog's name is Tan.
10. May has two dolls in her box.
11. This fly will play with Kittie and me.

For rapid sight reading there should frequently be given phrases and brief sentences, such as:

Go for a cup.	with a ball.
See her fly.	on this box.
Look at Tan.	at my cat.

Besides such black-board work it is well to use the Indiana Reading Chart. There is to the child quite a difference in the appearance of the printed words in the reader, on the blackboard and in the chart. It will give him greater strength and freedom to read from each. If the teacher has the desire, the materials and the perseverance, she can make at slight expense a chart of her own which will be very helpful. First she should treasure every picture which will illustrate words used in the First Reader. When she has sufficient stock for a beginning, she may get light brown manilla paper and have it mounted. Paste the picture upon the pages and print such lessons as she usually puts on the blackboard.

Such a chart is not intended to take the place of the Indiana chart, nor of exercises printed on the board, but is to supplement them. Reading boxes, *i. e.*, small boxes containing small cards upon which are familiar words in script or print are very helpful. Also boxes containing alphabets, which may be used in the same way as the reading boxes, except that the child has the additional work of combining the letters into words before forming sentences.

When the class is fairly launched into Part II there is a comparative relief from "making up" lessons, for the pupils are strong enough to grasp and retain a sufficient number of words in a lesson to permit the use of supplementary lessons from the various reading cards or from other First Readers. One plan for using such les-

sons was given in detail in a previous article. For such supplementary reading the "A, B, C Story Cards," published by the Teachers' Publishing Company, price 10 cents, are quite good. Also, the Language and Drawing Cards, published by the Popular Educator Company. It will pay the progressive teacher to own these and other sets for supplementary reading.

For classes beyond the First Reader suitable "cut-up" stories may be found. The Home and School Visitor is excellent, especially for country schools, because it contains graded selections. The most satisfactory use of it is to take as many copies as there are members of the reading class; then it is like having a new reader each month.

Once a week, set apart a special time for oral reading, a sort of half-hour with good authors. Appoint certain pupils to read to the school during this half hour. Let it be considered an honor to be appointed. To insure good reading, hear each reader privately previous to his appearance before the school. Above all, make good reading seem attractive to the pupils. Let a bright glamour surround books. Teach children to regard them as pleasant friends whom it would be a sacrilege to neglect or abuse.

DESK WORK.

A GAME OF WORDS.—I. "When you have finished those examples you may see who can find the most words that begin with "a." You may write any word that you can find anywhere in your reader, or any word that you can think of. Every word must begin with "a," and you must know how to pronounce it quickly." Soon there was a turning of leaves and a clicking of pencils. The suggestion was an experiment, and the teacher was pleased to note the interest and to find when the recitation hour came that one child had written twenty words that began with "a." The numbers ranged down to

those who had written but three or four. The pupils filed out, slates and pencils in hand. The child who had twenty words pronounced them slowly, pausing after each for the other pupils to cross out that word if it occurred in their lists. When he had pronounced all he took his seat. Those who had crossed out all of their words took their seats also. Then the child who had the next highest number of words pronounced those on his list that were uncrossed, the other pupils continuing to strike out words that were the same as those pronounced. If a word was pronounced which should have been crossed out it was counted a mistake. The child's name was written on the board, and the number of such mistakes recorded. Only four or five pupils had words that no one else had thought of. Such interest was aroused that they were allowed to try "b" the next day. But, alack-a-day! they had fortified themselves by getting reinforcements at home. The teacher was appalled to find that the leader had forty-five words, and several were not far behind. All were eager to pronounce their words, so the same plan was pursued as on the previous day. But the teacher looked with dismay at her watch. The exercise was excellent for increasing the vocabulary, but "time waits for no man." The next day several pupils proudly showed lists of words beginning with "c," brought from home, neatly written on paper. One child had sixty words! Plainly the game was *too* interesting! So the teacher said, "We will take words to-day beginning with 'l.' We won't take words beginning with 'c' till next week."

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Editor of The Young People.]

A LESSON IN NUMBER.

Once upon a time a teacher was sitting at his desk in his home study when a five-year old child came to him with a box full of wooden discs. His mother had bought them for him to play with. By some mysterious way he had learned to count ten things. She had not tried to teach him. He had not attended school. This teacher was busy studying "methods" from a book, when this live boy shoved a chair up to the table and poured out of his box something less than a peck of these wooden discs. The teacher went on studying his book. The boy counted out ten of these discs and placed them in a row talking to himself all the while. The teacher began to divide his attention between the book on methods and the boy who knew nothing about method. The boy placed another row with ten in it beside the first row and said, "Two tens." The teacher here recalled the fact that when the boy completed the first row he did not say *one* ten but said *ten*. The boy made another row and said *three tens*. He kept this up without a word from the teacher and without being conscious that the teacher was watching him. When he had finished the tenth row, he said "Ten tens!" and then addressed the teacher as follows: "Ten tens, see! How many is ten tens?" The teacher, (without correcting the boy's grammar—just think of it!) said, "One hundred." The boy immediately climbed out of his chair and ran to his mamma in great glee and said, "Mamma, mamma, ten tens is a hundred, ten tens is a hundred; I've got 'em on the table; come and see, mamma, come!" Mamma came and the little fellow was delighted. Mamma was, too. So was the teacher. He laid his book down and began to study the boy. He asked him to divide his hundred buttons, as the boy called them, into two equal parts. The boy

looked a moment and put his finger down in such a way that there were five tens on either side and said that five tens is one-half of ten tens. Where or how he learned this no one knew. The teacher touched two rows of tens, using his thumb and fourth finger, and asked the boy to see how many two tens he could find. He soon reported five. Then the teacher told him that we call two tens a fifth of ten tens. And the boy said, "I know why. It is because it takes five of them to make ten tens." The teacher then touched one row and said, "What is this?" The boy said, "One ten." Why do you call it a ten? asked the teacher. "Because it has ten buttons in it," said the boy. He then added, "Two buttons are one-fifth of ten, and one button is one-tenth of ten." When, where or how he learned this last fact no one knew. Judging him by the course of study, he was a prodigy. But he was not. He was just an ordinary live boy of flesh, blood and brains. This teacher had learned a lesson in pedagogy as well as a lesson in number. If a child can count two and five he can soon grasp ten. Try him. Give him ten buttons, blocks or anything he can handle, ask him to see how many twos he can find. He will readily tell you that he has five twos. How many fives? Two fives. Now put them all together and tell him that in the group we have ten. Now divide it into two equal parts. He knows, often, what each part is called. If he does not, tell him. It is just as easy for him to learn it now as it will be a year hence.

Give him twelve things. The farmer boy at six years can count a dozen eggs. The city boy, a dozen bananas. Have them separate the dozen objects into two equal parts, into three, into four, into six. Pointing to one of the two equal parts, ask what part it is of the dozen, the pupil will say one-half. Point to one of the *three* equal parts and say one-third of a dozen. Now point to one of the four equal parts and the pupil will say one-fourth of

a dozen, if you will give him a chance. He will be able by this time to point to one-sixth of a dozen himself. Now he knows that one-half dozen is six. Ask what one-half of six is. He will tell, nine times out of ten. In fact, he will be delighted to find the half of every even number from two to twelve inclusive. He will wish to tell that four is the half of eight and that there are two fours in eight. Don't be surprised if he asks how much two eights are. Be encouraged and tell him. But the course of study! Sure enough, we had almost forgotten about it. Well, what of it? It says we must not go beyond ten during the first year. No, it says to teach from one to ten inclusive, which means about the same thing. But if your pupils can do more, all will be glad to have them do so. The course of study is for the pupil, not the pupil for the course of study.

TO A WATERFOWL.

At the close of a previous lesson the pupils were asked to prepare for this lesson by trying to picture what is suggested by each stanza in Bryant's poem "To a Waterfowl." In a lesson preceding this one they had, with the teacher's help, "pictured" the first stanza. They could see Mr. Bryant gazing into the rosy depths of a most beautiful sunset. They had called up the sublime and sad feelings that such a scene produces. They had recalled the fact that Mr. Bryant was just then starting in the law business, and that his prospects were not very bright. As he was contemplating all this he saw a waterfowl flying between him and the western sky—a solitary bird flying high and alone. They seemed to hear the author saying:

"Whither, midst falling dew,
While glow the heavens with the last steps of day,
Far, through their rosy depths, dost thou pursue
Thy solitary way?"

They had made an effort to "picture" all the stanzas in this way. The next one is as follows:

"Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly seen against the crimson sky,
Thy figure floats along."

"What one fact in regard to the waterfowl does this stanza give us?" asked the teacher. We found ourselves wondering why he asked this question. We found the answer in our desire to read the stanza, and in what we did as we read it. The pupils had in their study "pictured" the stanza. They could see a man with a fowling-piece trying to shoot the bird, but trying in vain, because it was flying so high. They could see the *figure* of the bird as it *floated* along, but they had not related all these "pictures" in such a way as to express one idea. They knew them as individuals, but had not seen them in unity. This question had a tendency to make them see this unity. It first tested them as to whether they had seen it. Of course it would be pleasant to record that every pupil in the class had seen it, but the fact is that *none* had. No one had gone further than the "picturing." This gave the teacher a chance to show his skill in getting the pupils to see the one thing that the stanza expresses. He said, "Could the fowler shoot the bird?" "No, sir." "Why not?" "Because it was flying high." "What do you see in the stanza that makes you think it was flying high?" The phrases, "distant flight," "darkly seen," and the words "figure" and "floats" were named by different members of the class. The teacher called on them to explain how "darkly seen," "figure" and "floats" show that it was flying high. The pupils said that the phrase "darkly seen" shows that it was flying high, because, if it had been near the author, he would have seen the different colors, or at least would have noticed light and shade; that the word "figure" suggests that only the outline was

seen, which could only be the case when the bird is quite a distance from the observer. The word "floats" shows that it is so far away that the motion of its wings could not be seen. "Very well," said the teacher. "Now, what one thing have we learned about the bird?" Nearly all the pupils seemed to think that the one thing was that the bird was flying high; but some thought that this and some other things were told. For example, one pupil thought that we learned that a man was trying to shoot the bird. Another pupil soon showed him that he had not read carefully, for the word *might* shows that he did *not* try, but that, if he had, it would have been useless, which shows that the bird was flying high.

When each stanza had been thus "pictured," and the *one* thought in it found, the teacher asked for the theme of the poem. To find this took just such a movement of mind as it took to find the one thought in each stanza. The thought of each stanza had to be held in mind and related. The teacher, to start the pupils thinking in this direction, asked "What is the one thought that this whole poem expresses?" They began by calling to mind the thought of each stanza. Their work in finding the thought of each stanza helped in finding the thought of the whole poem.

The first is a simple inquiry as to the destiny of the bird. The second tells us that it was flying high, and so at a great distance from the author. The third suggests that he is going to a pleasant place, but that the author is in doubt as to which place. The fourth tells us how he is able to find his way alone. The fifth shows that he kept his purpose constantly in mind, no matter what trials or temptations he encountered. The sixth says that he shall soon reach his home and rest. The seventh tells us that our author got a lesson so touching his feelings that he will not soon forget it. In the eighth he tells us what the lesson is, viz., that there is a Power that guides the bird and himself.

By the help of a few questions from the teacher the pupils saw that the lesson that the author got is really the theme of the poem. The pupils now have the thought of the poem. The teacher here stated that there is still something else worthy of consideration before we dismiss this poem. He said, "You all know that a poet has a right to change what actually occurred if it will better serve his purpose. He might have thought of the bird's flying in the middle of the afternoon, instead of at or about sunset. He might have had him stop on some tree and rest awhile. He might have thought of him as flying closer to him than he really did. Now I wish you to study for the next recitation with the theme in mind, and see if you can determine why the author chose the conditions, words and phrases he did—*e. g.*, why did he choose the sunset? Why have the fowl fly alone? Why fly so high? Why did he say *floats* along, instead of *flies*? Do you think the bird was wandering? etc., etc. We will discuss this phase of the poem in our next lesson. I think it will prove more interesting and valuable than what we have already discussed."

WHISPERING.

Are there teachers who yet devote much of their time and energy in trying to prevent whispering? Teachers who call the roll at the close of school every day and require the pupils to answer "perfect" or "imperfect" when their names are called? Teachers who act as Recording Angels and duly record this grading in a register? We thought that such teachers were extinct; but a few days ago we read in an educational paper that the editor had been requested to say something in the way of suggesting how to prevent whispering. We liked what the editor said, but we were discouraged to think he had to say it.

Well, *we* would not prevent whispering or try to do so. W hispering is a good thing in its place. We would try

to teach the pupils to use their common sense in regard to whispering. At the same time we would try to use our own common sense. If it becomes necessary to speak to some one in an audience it is better to whisper to him than to speak aloud. This holds as well in school as any where else. "But would you say so to the pupils?" says one. Certainly. Why not? "Would you allow them to whisper without first getting permission from the teacher." Yes; why not? Allow them to whisper whenever it is necessary to whisper. "But who shall judge when it is necessary." The pupil. "But suppose he whispers when it is not necessary?" If he does so it is because he did not use his judgment at all or else he erred in judgment. Ascertain which it is. Help him to see where his mistake is and let him try again. Is not this the way we do in arithmetic? Do we not let him try to decide whether he is to divide or multiply? If he errs, do we not try to show the error in such a way as to leave a tendency in him not to make another error? Is conduct of less importance than arithmetic? "But will this work with the pupils?" Yes. "Did you ever see it in practice?" Yes. "Was the school orderly?" Yes, and they were not devoting their whole attention to "keeping from whispering." They could not have told how many times they whispered during the day any more than they could have told how many times they breathed.

RULES.

Don't make any. They are already made. Set out with the pupils to discover what rules are necessary for the success of the school. Teach a rule of conduct as a rule of arithmetic; *i. e.*, have the pupils see that it is necessarily true. The teacher does not make it true by his announcing it as a rule of his school. He announces it because it is true. It is *not his* rule or law any more than the law of gravity is his.

If this kind of work, here suggested, were done with

the pupils, they would cease to think of rules and regulations as whims of the teacher. When the pupils think of them as "notions" they can disobey them without any twinge of conscience. If they are caught and asked if they did wrong, they will say "yes" because it is the shortest way out of the trouble. There is no tendency left for reform. He, in the first place, does not believe in the law, and secondly, he does not believe he has done wrong. He has only *said* so. He has made one resolution, viz., not to be *caught* again. But suppose he had been required to show why his deed was wrong. Suppose he had been left to study out the reason, and that the teacher had pushed him to his best thinking; the effect would be different. A pupil should be taught to "work out his own salvation."

ARBOR-DAY PROGRAM.

Who plants a tree is a benefactor of mankind.

IN THE SCHOOL-ROOM.

SONG, - - - - - AIR, "America."

We children of the free
Come here to plant this tree
With prayer and song;
A living sign to stand
Of love to fatherland,
While years prolong.

In every flower and tree
God's forming hand we see,
And His great love.
And every bud and leaf
Increases our belief
In heaven above.

'Tis meet a leafy shade
Should shelter boy or maid,
Who hither flies,
To spend in studious hours
Fair childhood's growing powers
And seek truth's prize.

Dear God of nature, grant
This tree which now we plant
May live and grow,
To bless with grace and shade,
This loved and cherished glade,
Our love to show. —P. Harlow.

RECITATIONS, - - - - - BY OLDER PUPILS

1. "A song to the oak, the brave old oak,
Who hath ruled in the greenwood long;
Here's health and renown to his broad green crown
And his fifty arms so strong.
Then here's to the oak, the brave old oak,
Who stands in his pride alone,
And still flourish he, a hale green tree,
When a hundred years are gone."

2. "The groves were God's first temples. Ere man learned
To hew the shaft and lay the architrave,
And spread the roof above them,—ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amidst the cool and silence, he knelt down
And offered to the Mightiest solemn thanks
And supplication."
3. "What plant we in this apple tree?
Buds, which the breath of summer days
Shall lengthen into leafy sprays;
Boughs, where the thrush, with crimson breast,
Shall haunt, and sing, and hide her nest."
4. O, a dainty plant is the ivy green,
That creepeth o'er ruins old!
Of right choice food are his meals, I ween,
In his cell so lone and cold.
The walls must be crumbled, the stones decayed,
To pleasure his dainty whim;
And the mouldering dust that years have made
Is a merry meal for him.
Creeping where no life is seen,
A rare old plant is the ivy green.
5. "Plant blessings, and blessings will bloom;
Plant hate, and hate will grow.
You can sow to-day, to-morrow shall bring
The blossoms that prove what sort of a thing
Is the seed—the seed you sow."

ARBOR-DAY ACROSTIC, - - - FOR EIGHT SMALL CHILDREN

[This exercise to be given by eight children, each one wearing a card with the appropriate capital letter upon it, and remaining in line until the acrostic is completed.]

6. "**A**" stands for April, whose life-giving showers
Make green the broad meadows, and bring the May flowers.
7. "**R**" stands for Robin, who'll build in the tree
His nest, when the branches are quite fair to see.
8. "**B**" stands for Butterfly, o'er hedges going,
Resting in meadows bright with daisies growing.
9. "**O**" is for Oak, a wide-spreading tree,
'Twas only an acorn once, thrown on the lea.
10. "**R**" stands for Rose, red, yellow, or white,
The queen of all flowers, sweet-scented and bright.
11. "**D**" stands for Daisies that seem e'er to say,
The chill of the winter is now gone away.
12. "**A**" is for Apple; its tree robed in white,
In spring-time is ever a source of delight.
13. "**Y**," though the last, comes to usher in Youth;
'Tis life's happy Spring, yielding beauty and truth.

RECITATION, - - - - - SPRINGTIME

14. "I'm glad the Spring is coming," said a little maid to me;
 "And again the pretty birdies right often I shall see
 The hyacinths are blooming, in the parks so bright and fair,
 And violets are nestling 'neath the verdant maiden hair."
 So I'm Glad the Springtime's come again;
 For long enough the flowers have lain
 Under the frozen snow's white face,
 That holds them in her cold embrace.

—Mildred Williams, Washington, D. C. (12 Years Old.)

15. "Spring is growing up, Summer is extremely grand,
 Isn't it a pity! We must pay her duty;
 She was such a little thing, But it is to little Spring,
 And so very pretty!" That she'll owe her beauty.

THE PLEA FOR THE TREES. - - - - - SEVEN PUPILS

[From Skinner's Arbor-Day Manual.]

The Beech—

16. Oh, leave this barren spot to me!
 Spare, woodman, spare the beechen tree!
 Thrice twenty summers I have seen
 The sky grow bright, the forest green;
 And many a wintry wind have stood
 In bloomless, fruitless solitude,
 Since childhood in my pleasant bower
 First spent its sweet and sportive hour,
 And on my trunk's surviving frame
 Carved many a long-forgotten name.
 As love's own altar honors me,
 Spare, woodman, spare the beechen tree!

The Maple—

17. I am the maple. If my worth you would know;
 O come this way For wide and deep
 On a hot July day, Is the shade I keep,
 Where cooling breezes blow.

The Hickory—

18. When the autumn comes its round,
 Rich, sweet nuts will then be found
 Covering thickly all the ground
 Where my boughs are spread.
 Ask the boys that visit me,
 Full of happiness and glee,
 If they'd mourn the hickory tree,
 Were it felled and dead.

The Oak—

19. I am the oak, the king of the trees,
 Calmly I rise and spread by slow degrees;
 Three centuries I grow; and three I stay
 Supreme in state; and in three more decay.

The Elm—

20. Each morning, when thy waking eyes first see,
 Through the wreathed lattice, golden day appear,
 Here sits the robin, on the old elm tree,
 And with such stirring music fills the ear,
 Thou mightst forget that life had pain or fear,
 And feel again as thou wast wont to do,
 When hope was young and joy and life itself were new.

The Hemlock—

21. I am the hemlock.
 I shake the snow on the ground below,
 Where the flowers safely sleep;
 And all night long, though winds blow strong,
 A careful watch I keep.

The Willow—

22. I am the willow.
 Listen! in my breezy moan
 You can hear an undertone;
 Through my leaves come whispering low,
 Faint, sweet sounds of long ago.
 Many a mournful tale of old
 Heartsick man to me has told;
 Gathering from my golden bough
 Leaves to cool his burning brow.
 Many a swan-like song to me
 Hath been chanted mournfully;
 Many a lute its last lament
 Down my moonlight stream hath sent.

MARCHING SONG—(To be sung on the way to the tree.)

DEDICATION OF TREE TO SOME NOTED PERSON.

MARCHING SONG—(During which certain pupils pass round the tree,
 and each throws in a shovelful of earth.)

CONCERT RECITATION—

"This, our tree, we plant as a symbol of what we aspire to be in our future lives. Like its prospective growth, may our lives expand and attain higher and higher reaches into the pure atmosphere of truthful purposes, and into the healthful sunlight of noble deeds. Like the tree, as it increases in stature and in breadth, may we grow in the qualities of strength, of usefulness and of beauty. Like the tree, may we live what we seem to be. Like the tree, may we offer friendship which shall be constant and true." Like the life of the tree, may our plea for life be the good we are doing.—*Texas School Journal*.

RECITATION—

23. "Joy to the thought of our own, own tree!
 Long may its branches shade our way!
 This task shall ever a pleasure be—
 Planting a tree on Arbor Day."

SONG, - - - - - AIR, "*Marching Through Georgia*"

Celebrate the Arbor Day
 With march and song and cheer,
 For the season comes to us
 But once in every year;
 Shall we not remember it,
 And make the memory dear—
 Memories sweet for this spring day?

CHORUS—Hurrah! hurrah! the Arbor Day is here!
 Hurrah! hurrah! it gladdens every year!
 So we plant a young tree on this blithesome Arbor Day
 While we are singing for gladness.

Flowers are blooming all around—
 Are blooming on this day —
 And the trees with verdure clad
 Welcome the month of May,
 Making earth a garden fair
 To hail the Arbor Day—
 Clothing all nature with gladness.

CHORUS. —*Ellen Beauchamp, Baldwinville, N. Y.*

EDITORIAL.

COUNTY COMMISSIONERS MUST PAY NECESSARY BILLS.

Ever since there has been a county superintendency law there has been a difference of opinion and a difference of practice amongst county commissioners in regard to the payment of printing and stationery bills for the county superintendent. In some counties these bills have always been paid, in others they have never been paid, and in some the county superintendents have been compelled to provide their own offices. All other county officers are provided with offices well furnished and with all necessary blanks and stationery, and the question naturally arises, why make an exception of county superintendents?

State Superintendent Vories recently submitted the matter to Attorney-General Smith, who gives his opinion as follows: "All laws relating to the management of the public schools should be given a broad and liberal construction, and applying this rule of construction to Section 4429, I conclude that the county superintendent may, and in fact, it will become necessary for him to use the various kinds of stationery mentioned in your communication and indeed, it is difficult to see how he could perform the duties of his office as the statute requires without resorting to such expenditures. The public schools must keep pace with the growth of population, the advancement of science; and the labors incident thereto will increase as the condition of the school is improved and the standard of teaching becomes elevated: and to meet this condition the law has wisely invested the superintendent with

certain discretionary powers relating to the management of the schools, and the encouragement of those under him who are engaged in educational work. To exclude him from the use of proper stationery, printing, postage and expressage in the prosecution of the work would be to relegate the school system to the imperfect condition of the past, and in the name of a parsimonious economy, cripple and render inefficient the public schools of the whole state. Public policy and the cause of education are opposed to such construction of the statute, while its plainest reading supports the conclusion here reached.

"The stationery which the statute expressly allows to the county superintendent, and such other not specifically mentioned, as in his discretion is necessary for a judicious administration of the affairs of his office, including postage, expressage, printing blanks, envelopes and circulars, should be allowed to him by the board of commissioners. The county superintendent is a county officer, and such stationery is for the use of the county, and its payment is fully authorized by Section 6028, R. S., 1881. The reasonableness of such charges, however, is a matter for the board to determine. The action of the board of commissioners in matters of this kind is judicial in its character, and an appeal may be taken from such order to the Circuit Court."

REFORM OF HIGH SCHOOL EDUCATION.

The first article in this issue of the JOURNAL is on "Reform in High School Education," by Nicholas Murray Butler and the basis of the article is the report of the much talked-of "Committee of Ten." Mr. Butler is high authority on most phases of advanced education and his article deserves careful study.

This committee consisted of Chas. W. Eliot, President of Harvard; W. T. Harris, Com. of Education; Jas. B. Angell, Pres. Michigan University; Jno. Tetlow, Head Master Girls' High School, Boston; Jas. M. Taylor, Pres. Vassar College; O. D. Robinson, Prin. High School, Albany; Jas. H. Baker, Pres University, Colorado; R. H. Jesse, Pres. University, Missouri; Jas. C. Mackenzie, Head Master Lawrenceville N. J., School; H. C. King, Prof. Oberlin College.

This committee organized nine conferences, each composed of ten men selected as specialists to consider nine different departments of study. These nine "conferences" held meetings and made reports to the Committee of Ten. The Committee of Ten took these nine reports of the specialists and evolved from them the courses of study found in the article referred to. The detailed work of this committee and these conferences has been published by the Bureau of Education and makes a volume of 249 pages.

The JOURNAL is not authorized to say so but presumes that any one specially interested in this department of education can get a copy of this report by writing to the Commissioner of Education at Washington.

The study of the report must result in great good and yet it can hardly be accepted without modification. One is struck with the fact

that the chief part of the work has been done by persons entirely ignorant of the details of the work in the lower schools and yet all or nearly all of the special reports recommended that their specialty begin in the lower grades. When the Committee of Ten put together the results of the special conferences, it was found that to carry out the recommendations as made the senior class would have to recite $8\frac{1}{2}$ hours a day, the next class $7\frac{1}{2}$ hours, the second class $7\frac{1}{2}$ hours daily, and the first year $4\frac{1}{2}$ hours daily. The Committee of Ten did a good job in cutting down and adjusting and yet the requirements are much too heavy. To do the work well as indicated by the printed program would require for the average high-school student about six years. And yet the report is valuable as indicating the relative amount of time to be given to the various subjects and for many valuable suggestions as to methods and purposes in the study of the various branches.

TOWNSHIP VS. DISTRICT LIBRARIES.

The one urgent need of the schools and the people is libraries. The reading of good books can do more to advance the intelligence and build up the character of a community than any other single agency. The great problem is how to bring these books within easy reach of the masses. The Reading Circles are doing much but the next step forward is libraries.

Township libraries should be the first aim. Some will say, nay, some have already said let us have district libraries and thus bring the books within easy reach of the patrons.

This would be best could it be reached, but at present it is impracticable. Let us work first for the township library and when that has been secured and firmly established it will be then comparatively easy to take another step and provide for the circulation of these books among the districts. If some ask for township and others for district libraries, the chances are that we will get neither, but if all unite in asking for the township library first, as this is the least expensive, the chances are good that we will be successful. Let us all work together to this one end.

ARBOR DAY.

Elsewhere in this issue of the JOURNAL will be found a program for the celebration of Arbor Day. After consultation with Governor Matthews, who has given the subject of Arbor Day and tree planting much attention, April 20 has been set apart as the day. Many of the country schools will still be in session and they can easily be interested in the work. In neighborhoods where the schools are not in session it will be a little more trouble to arrange for an observance of the day but an energetic teacher will be equal to the emergency.

There are two main purposes that control the observance of this day. (1) The planting of the trees which shall grow to be both ornamental and useful. It is worth while to plant trees for their own sake. (2)

Perhaps the chief purpose is the encouragement among all, but among children especially of a personal interest in trees. They should be taught to appreciate the tree for its beauty and shade and they should be taught to observe its habits and laws of growth. To this end boys and girls should be asked to assist in planting and caring for the trees, for in this way only are they likely to acquire a real interest. "The highest use of Arbor Day is only reached when young and old alike are moved to plant the best trees in the best way, so that they shall attain the best development and live to a green old age." Our native forest trees are the best to plant and can be had, generally, for the digging. The planting need not be confined to the school premises. The homes and public roads need these trees and it is only a matter of time when every farmer and every owner of a house and lot will be impelled to plant trees along the entire front of his premises.

THE Indiana Journal for Indiana teachers.

WASHINGTON'S BIRTHDAY was more generally celebrated in the schools this year than ever before. This is a good indication that the patriotic sentiment is growing. This is well.

THE READERS OF THE JOURNAL will be interested in reading the poem in this issue by County Superintendent Pfrimmer. It draws two faith pictures. It should be read and personally applied.

WHAT DO YOU THINK OF IT?—A paper out west, after sending two or three "reminders" to a person who has forgotten to pay his subscription, without getting any answer, takes it for granted that the person is dead and publishes his obituary notice. The JOURNAL is thinking just a little of going into the obituary business.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR DECEMBER.

SCIENCE OF EDUCATION.—Show by illustrations drawn from not less than three of the legal branches of study, how a knowledge of mental science assists a teacher to instruct well.

2. Show by numerous illustrations that a knowledge of mental science enables a teacher to govern a school better.

PHYSIOLOGY.—1. What is the structure and function of the white blood corpuscles?

2. What are the epithelial tissues? How do they differ in structure and function?

3. What is the function of the skeleton?

4. Define physiology.

5. What are carbohydrates?

6. What are the uses of gastric juices?

ARITHMETIC.—1. Dividing both terms of a fraction by the same number does not change its value. Explain the principle upon which this depends.

2. A man spent $\frac{2}{3}$ of his money for provisions, $\frac{1}{4}$ of the remainder for clothing, $\frac{1}{8}$ of the remainder for charity and had \$9.10 left. How much did he have at first?

3. State (a) the difference between a rule and a principle as they are used in arithmetic and (b) state the order in which they should be mastered by the pupil.

4. What must be the face of a note so that when discounted at a bank for 90 days at 6 %, the proceeds will be \$1,969?

5. The length of a rectangular field containing twenty acres is twice its width. What is the distance around it?

6. A man owns a horse and a saddle; $\frac{1}{4}$ of the value of the horse is equal to four times the value of the saddle; the horse and saddle together are worth \$170. Find the value of each.

7. What is the difference between the true and the bank discount of \$950 for 90 days at 7 per cent?

ENGLISH GRAMMAR—Answer any eight—1. What is the aim of grammar as an art? As a science?

2. If a person uses language correctly already, is there any good reason why he should study grammar? Give reasons for your answer.

3. What is meant by grammatical inflection? Illustrate.

4. "Life is a leaf of paper white,
Whereon each of us may write
His word or two, then comes night."

State the use of *white*, *whereon* and *his word or two*.

5. "The reason why the seven stars are no more than seven is a pretty reason." What is the use of the subordinate clause? Parse why.

6. Each one prepared themselves for the worst. Correct this sentence, giving your reasons. Why is this error so common?

7. How many and what elements does a thought or judgment contain? A sentence?

8. She walked proudly. She walked a queen. Explain the use of *proudly* and *queen*.

9. Punctuate this sentence: A man is wanted to dig hoe and chop and groom a span of horses.

10. To be is not to seem to be. State the use of each infinitive.

U. S. HISTORY.—1. Mention one discoverer from each of these nations and state his principal discovery: English, French, Dutch, Spanish, Portuguese.

2. Where and how did the public school system of the United States have its origin? From what sources has Indiana derived her large school fund?

3. Describe Lee's invasion of the North? What effect did it have upon the war?

4. Write a brief essay on the following topic: Any three original original colonies—

- (a) Draw a map and locate each thereon.
- (b) The leader.
- (c) By what nation settled.
- (d) Causes that led to the settlement.
- (e) Characteristics of the colonists.
- (f) Form of government.

5. (a) What is meant by the "Era of Good Feeling."
- (b) What was the "Fugitive Slave Law?"
- (c) What was the "Dred Scott Decision?"
- (d) Describe the "Trent Affair."

READING.—

"It so falls out

That what we have we prize not to the worth,
 Whiles we enjoy it; but being lacked and lost,
 Why, then we reach the Value; then we find
 The Virtue, that Possession would not show us
 Whiles it was ours."

--Shakespeare.

1. What do you conceive to be the chief end in teaching reading? 10
2. What are two important uses of punctuation? 15
3. Frame three questions to test the scholar's understanding of this passage. 15
4. Why are Value, Virtue and Possession printed with capitals? 10
5. Who and what was Shakespeare? 20
7. Do you regard Shakespeare as a good author for your scholars to study? Why? 30

WEBSTER—DARTMOUTH COLLEGE CASE.—1, 2, and 3. Characterize Webster as a statesman, as a lawyer, and as an orator.

4, 5. Give the chief political characteristics of the period in which Webster lived.

6. What was the "interpreting idea" of Webster's life?
7. Give a brief history of the Dartmouth College case?
8. What was the great political need of Webster's time?
9. In delivering this oration why did Webster so frequently refer to the English law?
10. Tell something of Webster's influence upon the public questions of his day.

GEOGRAPHY.—1. Draw a map of your county, showing its boundaries and the outline of contiguous counties.

2. Name the water boundaries of Spain and Portugal. Of Ireland.
3. What and where are the Greater Antilles? How governed?
4. Where are the rainless districts of the United States? What are the physical reasons for their being so.
5. From a commercial standpoint what is the most important city in Asia? In Africa? In South America?
6. Assign a lesson on Indiana for study as for a Third Reader grade.
7. What is the nature of the coast of the Pacific Ocean as compared with the Atlantic coast.
8. Draw on the same scale rough outline maps of Mississippi and Vermont so as to show relative sizes.
9. Name the waters through which a boat would have to pass en route from Duluth to Chicago, thence to Halifax.
10. Locating Indianapolis at the center show on a diagram of concentric circles the direction and relative distances of the following cities: Columbus, Springfield, Chicago, Madison, Omaha, Harrisburg, Jeffersonville, Ft. Wayne.

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. The teacher by having a knowledge of the mind, knows that in childhood the perceptive powers are very active; hence he directs his work in geography, etc., so as to appeal to those powers. He knows that the memory is very active; hence he takes advantage of this activity by leading the child to acquire many beautiful things in literature and to gather many items of historical knowledge that may be easily retained at this period. The teacher knows that with a child the reasoning power is not predominant—hence, he does not require of it minute analyses in arithmetic, etc.

2. The true teacher knows that right actions as well as wrong are the fruit of the will; hence, he seeks to train the will of his pupils so that right actions will be the issue. The will is disciplined by the use of those motives that quicken the sense of right; so the teacher awakens in the pupil a desire for approbation, activity, power, knowledge, future good and a sense of honor and duty. In a general way the teacher's knowledge of the mind's way of thinking in the several lines of work, enables him to plan the work so as to keep the pupils busily engaged in their various duties. This solves most of the problems of discipline.

PHYSIOLOGY.—1. They are single-celled, nucleated, and composed of protoplasm. They are thought to be the scavengers of the system seizing upon and destroying various impurities and disease germs. (Page 83, Adv. Phys.)

2. Epithelial tissue forms linings of cavities or forms secretory cells. The four principal varieties are (a) squamous or tessellated; it serves to form the serous and synovial membranes, the interior of the lymphatics and blood-vessels. (b) The spheroidal or glandular epithelium cells; they serve to line the interior of the compound glands, as those of the liver, gastric glands, etc. (c) The columnar or cylindrical epithelium cells; they serve to line the surfaces of the stomach or intestines. (d) The ciliated epithelium cells; they serve to line the free surface of the entire respiratory tract.

5. A carbo-hydrate is "one of a group of compounds, including the sugars, starches, and gums, which contain six (or some multiple of six) carbon atoms, united with a variable number of hydrogen and oxygen atoms, but with the two latter always in such proportion as to form water."

ARITHMETIC.—2. $1 - \frac{2}{3} = \frac{1}{3}$; $\frac{1}{3} \times \frac{2}{3} = \frac{2}{9}$; $\frac{2}{9} - \frac{1}{9} = \frac{1}{9}$; $\frac{1}{9}$ of $\frac{2}{3} = \frac{2}{27}$; $\frac{2}{27} - \frac{1}{27} = \frac{1}{27}$; if $\frac{1}{27}$ of his money = \$9 10, he had at first \$39.20.

3. A principle is a fundamental truth expressing some relation between quantities. A rule is a guide to action in achieving a certain desired result, and is based upon the principle existing. The pupil should master the principle first.

4. Answer, \$2,000.

5. Divide the field into two squares of ten acres each. The distance around the field is 240 rods.

6. The cost of the horse is sixteen times that of the saddle; the cost of both together is seventeen times that of the saddle, or \$170; hence, the cost of the saddle is \$10, and the cost of the horse \$160.

7. The true discount (not using days of grace) is \$16.339+. The bank discount (using days of grace) is \$17.179+. The difference is 84 cents.

GRAMMAR.—1. Grammar as an *art* develops in the wise student the power of selecting the proper forms of speech in expressing a thought. Grammar as a *science* adds to the student's knowledge a knowledge of the principles of the language, of the forms of speech, and of their relation to one another.

2. Yes; though a person uses language correctly, a knowledge of its principles, forms and relations will enable him to select with confidence, from two or more words or expressions, all correct, the one most fitting for a special use. His vocabulary will be made richer, and his speech or composition will range over a broader field by having a knowledge of grammar.

4. "White" is an adjective modifying "paper."

"Whereon" is a relative adverb (conjunctive) relating to "leaf" and joining to it the subordinate clause, "each of us may write, etc.;" and modifying the verb, "may write."

"His word or two" is a complex objective element, object of the verb "may write;" "word or two" is the basis, modified by "his."

5. The subordinate clause is used adjectively; "why" is a relative adverb (conjunctive) relating to "reason;" and joining to it the subordinate clause, "The seven stars are, etc.," and modifying "are no more."

6. Each one prepared himself for the worst; themselves is often erroneously used for "himself," because the speaker has in mind the idea of plurality, of the many, and is not impressed with the fact that he begins his sentence with a word that individualizes the crowd.

7. The elements of a thought are three—(a) the comparison of the two terms; (b) the relation that serves as a means of comparison; (c) and the predication. [Some would omit (a) and (b).]

The elements of a sentence are three—(a) the word or the group of words expressing that about which something is thought; (b) the word or the group of words expressing what is thought about it; (c) and the word expressing the relation. [Some would omit (c).]

8. *Proudly* is an adverb of manner; *queen* is a noun denoting an attribute of the subject, and is a predicate nominative.

9. A man is wanted to dig, hoe and chop; and groom a span of horses.

10. "To be" is the subject; "to seem" is a predicate nominative, the complement of "is"; "to be" is a predicate nominative, a complement of "to seem."

U. S. HISTORY.—1. English—John Cabot—the continent of North America (Labrador). French—Cartier—the St. Lawrence River. Dutch—Henry Hudson—the Hudson River. Spanish—De Leon—the

coast of Florida. Portugese—Magellan—a southwest passage to the Pacific.

2. (a) By law in Massachusetts and Connecticut about 1650.) (It is really a matter of discussion as to what constitutes the *origin*.) [See Education in the U. S. Boone) pages VI., of preface; chapter III., pages 43-60; pages 83-93; and chapter VII.]. (b) The common school revenue; the congressional township revenue; the liquor license revenue; the local tuition revenue. and the revenue from certain fines. (Read School Law 4325.)

3. (See adopted text-book, paragraph 340.) This invasion brought the war to a crisis; the victory won by the Union army at Gettysburg is considered the turning point, after which there was no doubt as to the final success of the Union cause.

5. (a) In 1817, the newly inaugurated president James Monroe made special efforts to soften party strife and political hatred. The war of 1812-14, had already disintegrated the Federal party. The times were auspicious for a new order of things, and the people were ready for peace and amity. And such a change for the better came over them that this period is called "The Era of Good Feeling. (See §237 of text-book).

(b) The Fugitive Slave Law provided for the capture and return of fugitive slaves that had escaped from their owners in the South, and had sought liberty in the North. (See § 298.)

(c) Dred Scott was a slave who had been taken into a free state (Ill.) and also into a free territory (Minn.), by his master; after they had returned to Missouri, for some misdemeanor Scott received a flogging, for which he sued his master, on the ground that he had gained his liberty by living on free soil. The case reached the U. S. Supreme Court, and Chief Justice Taney decided against Scott. (See §§ 308 and 309.)

(d) (See § 326). Note in this affair the wisdom and good sense of President Lincoln; how he was wiser than all his counselors.

READING.—1. The chief aim in teaching reading is to lead the pupil to acquire the power of readily gathering from the printed page the thought therein expressed.

2. To indicate the grammatical relations, that the thought may be clear; to aid in the ready interpretation of that thought.

3. (a) How do persons generally regard their every-day blessings? (b) When a blessing is taken away what is one's experience? (c) What part of this extract would answer question (b)?

4. Because the author wishes to emphasize specially these three nouns. The same kind and degree of emphasis would have been shown by putting the words in italics.

5. Shakespeare was the son of John Shakespeare, and the eldest of four brothers. He was the greatest dramatic poet that ever lived.

6. Shakespeare's writings could not be profitably studied in the common schools, on account of the difficulty young persons would have in interpreting much of his language. Yet there are certain passages

that might be selected and studied with profit by the Fifth Reader Grade.

GEOGRAPHY.—3. They are islands along the northern border of the Caribbean Sea. Cuba and Porto Rico are governed by Spain. Jamaica by Great Britain. Hayti consists of two independent republics.

4. There are no absolutely rainless regions in the U. S. East of the Sierra Nevada Mountains is a great basin almost rainless, because the moisture is cut off by mountains that form the sides of the basin; and along the eastern base of the Rocky Mountains are the great plains which are also very arid, moisture-laden air not being able to reach them.

5. In Asia, Calcutta; in Africa, Alexandria; in South America, Rio Janeiro.

6. The kind of lesson assigned would depend greatly upon what points the children would have opportunities to search out or observe. A lesson could be assigned wholly upon direction; or upon productions; or upon occupations, etc.; or upon any two or more of these lines.

7. The Atlantic coast is remarkable for numerous indentations and good harbors; while the Pacific has but few of either.

MISCELLANY.

PLYMOUTH.—This city has just completed one of the finest, most substantial modern public school buildings in the land, at a cost exceeding \$12,000. Its equipment has excited the admiration of a large number of school superintendents. The building is three stories, built of brick and stone, the main entrance being a fine combination of both, in the form of a deep Roman arch. The entire interior is finished in natural pine. The structure is built as an annex to the older house, the two upper floors being connected. Both buildings have been wired for electric lights. Few school buildings contain such a system of light by night. Electric call bells connect every school room with the superintendent's office, which occupies a cozy corner in the new school building, splendidly arranged for his purposes. Leading from the superintendent's office is the city library, which will soon rank with the best. The new building is supplied with three furnaces, so arranged that the heat from all may be thrown to one floor, or to two floors, or from one of them to all the floors. Arrangements have been perfected so that pure air from the outside may be admitted to any room, passing over the furnaces without being heated in the least. Great care has been taken to insure perfect ventilation. The atmosphere of each room can be changed every fifteen minutes. Newly-patented dry closets and urinary cells have also been added, hot-air currents dispelling all odors. The system of heating, ventilating and closets is the 1893 patent of the Smead Furnace Company, of Toledo, O. Each school room is supplied with the latest designed and most comfortable desks, and with the Reek system of blackboards—artificial stone. The entire third floor is devoted to a grand audience room, the largest in the city. This floor,

and the entire buildings for that matter, is supplied with water-works. Exits are numerous in case of danger. Plymouth may now well boast of its public and high-school system. Superintendent R. A. Chase has been connected with the schools for more than twenty years, and has brought them to their present high standing. He may well be congratulated on his new home, a large share of which he designed. Would that other cities even larger than Plymouth had such a system as ours, such a finely-equipped building and such school officers. **

THE SOUTHERN INDIANA TEACHERS' ASSOCIATION will meet at Rockport April 4, 5, 6, 1894. Program—Wednesday, 8. P. M.: Invocation; music; address of welcome, Hon. E. M. Swan; inaugural address, W. B. Owen, superintendent Edinburg Schools.

Thursday, 9 A. M.: Invocation; music; "Child Study," Prof. W. L. Bryan, State University; discussion—Miss Minnie Mullen, primary department, Edinburg schools; W. A. Millis, superintendent Paoli schools; Miss Ella Williams, primary department Boonville schools; "What Can the School Do in the Development of the Child's Will?" Miss Leva Foster, principal high-school, North Vernon; discussion—Geo. P. Brown, editor Public School Journal; C. N. Peak, superintendent Princeton schools.

Thursday, 1:30 P. M.: "Characteristics of the Professional Teacher, D. M. Geeting, superintendent Madison schools; discussion, Robert Spear, principal high-school, Evansville; Miss Omie Feagans, science department Washington schools; G. P. Weedman, superintendent of Cannelton schools; "Professional Courtesy," W. L. Morrison, superintendent Scott county; discussion—C. W. Stolzer, superintendent Floyd county; Miss Mary E. Ahern, state librarian; R. H. Richards; superintendent Spencer schools.

Thursday, 8 P. M.: Music; lecture, "Some Tendencies in Present Educational Thought," Dr. G. S. Burroughs, president Wabash College.

Friday, 9 A. M.: Invocation; music; "Politics in the Selection of Teachers and School Officers," W. P. Hart, superintendent Clinton schools; discussion—W. W. French, superintendent Posey county; Paul Monroe, principal high-school, Martinsville; "Stray Shots: Educational Qualifications of County Superintendents," Prof. C. M. Curry, Indiana State Normal; "Exemption Licenses," S. E. Carr, superintendent Clark county; "Reduction of the School Levy," W. A. Bell, editor INDIANA SCHOOL JOURNAL; "Why Do the Girls Outnumber the Boys in the High-school?" Miss Kittie E. Palmer, principal high-school, Franklin; "What Is to Become of the Male Teachers?" F. S. Morganthaler, superintendent Huntingburgh schools; "Short-Cuts in Education," F. D. Churchill, superintendent Oakland City Schools. J. H. TOMLIN,

Chairman Executive Committee, Rockport.

A CHALLENGE—The nineteen members of the ninth grade of the Bainbridge school hereby challenge any ninth grade of the state (not exceeding twenty-five members) to meet them in a ciphering contest. Work limited to the fundamental principles of arithmetic. Clarence H. Smith, president; Paul B. McFadden, secretary.

THE NORTHERN INDIANA TEACHERS' ASSOCIATION will be held at Frankfort, Ind., April 5, 6 and 7. The executive committee of the association has almost completed arrangements for the coming meeting, and will issue programs which can be had by writing. In addition to visiting the Frankfort schools on Thursday, and the usual formal addresses at the first session of the Association on Thursday evening, papers on the following subjects will be read and discussed:

1. Before the General Association—"Why the State Maintains Public Schools." Symposium--a. "Teachers' Associations;" b. "Grade Meetings;" c. "Township Institutes." "Rice's Criticisms on the Public Schools." "The Uses of Literature in the Culture of the Young."
2. Before the High School Section—"Biology in the High-school;" "Superior Value of English Studies."
3. Before the Grade Section—"School and Teacher: the Ideas;" "Purposes of Literature in the Grades, and the Means That Will Best Serve These Purposes."

On Friday evening, Dr. John P. D. John, president of DePauw University, will deliver the annual lecture before the association, taking for his theme, "What Shall the University Do with Women?" At the close of Dr. John's lecture, the teachers of Frankfort will give a reception to all visiting teachers and their friends. The drawing and music teachers desire to organize sections at this meeting, and the executive committee has been requested to announce that each teacher of these special subjects prepare a five-minute paper on some phase of his or her line of work. President Moore and County Superintendent Lydy are leaving nothing undone that will contribute to the comfort and pleasure of all who may attend and to the success of this gathering, which promises to be the largest in the history of the association. There will be the usual reduced rates on all railroads, with possibly some special arrangements on a few of the lines. CALVIN MOON, Chairman Executive Committee, South Bend, Ind.

MANUAL TRAINING TEACHERS' ASSOCIATION OF AMERICA.—One of the results of the International Congress of Education, held in Chicago last July, is the organization of the Manual Training Teachers' Association. Its purposes are to secure co-operation in study and experiment; to gather and to disseminate information concerning the principles, progress and development of manual training, and to promote the professional interests of its members. At a meeting of classroom teachers the plan and scope of the association was discussed and a committee on constitution appointed. The constitution prepared was adopted later by those present at the Chicago meeting. George Robbins, Frankfort, Ky., M. T. S., is secretary and treasurer. Arrangements are being made for a summer meeting. A copy of the constitution, with fuller particulars, will be sent, upon application, to any one interested.

WINAMAC, Ind., Feb. 18, 1893. — *Editor School Journal*: William C. Sprague, writing in the December number, says that corporal punishment is a relic of the barbarous ages, and that no court can be found with backbone enough to decide against it. Grant it. But as long as this is the only method employed in ninety-nine out of one hundred homes from which the children come, to lead the child to govern itself, and as the superintendent of Pulaski county, as well as other educators, say you must not wait to gain order by moral suasion, but must have order first, and as your correspondent did not open up any avenue for our escape, I would like very much if he and our superintendent would harmonize the theories and give us a way of escape—how to have a quiet, orderly school, and neither employ punishment nor discipline to obtain the much-desired end. S. W. SMELCER.

DR JORDAN writes as follows: "Dear Sir:—It has come to my notice that Mr. A. H. Purdue, of Yankeetown, Ind., is a candidate for the position of state geologist. Permit me to say that I know Mr. Purdue

to be thoroughly competent to fill the position he seeks. He is a graduate of Stanford University, with geology as his specialty. He previously had a full course in the Indiana State Normal School. He has been an assistant on the geological survey of Arkansas for a number of years, and is now doing advanced work in geology here. He is a man of experience in business and executive affairs, has had success as a teacher, and is a well-trained geologist. Should he be elected to the position in question the state of Indiana would have a state geologist who would do her credit. Very truly yours, DAVID S. JORDAN."

ADAMS CO.—The Southern Section of the Adams County Teachers' Institute met at Berne, February 17, 1894, and enrolled 288, more than 125 of whom were teachers engaged in the work in Adams and adjoining counties. The Linn Grove schools and the Berne schools are closed on account of the measles. Hon. J. E. Wiley, of Anderson, and Professor Riese, of Portland, addressed the Berne institute.... Near 500 young people were added to the Young People's Reading Circle since last report. Decatur was obliged to add another teacher to her force since school began. Supt. A. D. Moffet is at the helm.... Decatur will have a large class of graduates this year.

DEPAUW UNIVERSITY.—The trustees of DePauw are very fortunate in securing Dr. T. G. Duvall to fill the chair of philosophy, lately vacated by the death of Dr. Martin. Dr. Duvall has studied under some of the best teachers in this country and Europe, and is recognized as a man of superior ability in his chosen field. The little flurry at DePauw only served for its betterment. It has knit together the friends of the university by its reaction, and its prospects were never brighter than now. The second semester has started out with a largely increased attendance.

LAPORTE CO.—The teachers' association of this county met Friday evening, Feb. 2. Nearly 300 teachers and students were present. An excellent musical program preceded a lecture by Arnold Tompkins. After the lecture a social meeting was greatly enjoyed. The work of the association was completed on Saturday. While this may not have been Laporte county's "best association," the attendance and interest were greater than at any previous meeting. Supt. O. L. Galbreth is always in the lead, and the results of his work are manifest on every hand.

WASHINGTON has within the last few years developed a remarkable taste for reading. It has a reading room open every evening in the week managed by young ladies. It has a subscription circulating library with nearly one hundred subscribers, each contributing \$2 a year. It has a public school library which is large and well used. By charging an admittance fee to commencement exercises about \$100 are raised each year for the benefit of this library. W. F. Hoffmann, superintendent of schools, deserves the principal credit for this work.

THE INDIANA REFORM SCHOOL FOR BOYS, located near Plainfield, is doing a great educational work and should be classed among the educational institutions. It is a fact that 85% of all who are sent there are reclaimed and go out and lead useful lives. Over 3,000 boys have thus been reclaimed. T. J. Charlton, the superintendent, is peculiarly adapted to the work, and he has conducted the institution in such a way that no breath of scandal has ever been heard against him or the school.

THE BIG FOUR GAZETTE ANNUAL for 1894 is "a thing of beauty," and is worthy of a place on the center-table in the parlor. It contains a series of pictures of the principal buildings of the four big cities—Cleveland, Cincinnati, Chicago and St. Louis (the Big Four)—and in addition Indianapolis is liberally represented. The name should be changed to the "Big Five." H. M. Bronson, of Indianapolis, can give all desired information touching the Big Four, or Five.

THE BENTON COUNTY TEACHERS' ASSOCIATION was held in Fowler, February 9 and 10. Only eight of one hundred and twenty teachers were absent. All join in saying that the association was the best ever held in the county. The papers and discussions were all excellent. Prof C. W. Hodgkin lectured to a large audience, Friday evening, on "Webster and His Times." The teachers were more than pleased with Professor Hodgkin's work. G. E. Rogers, of Boswell, was elected president. Supt. Chas. H. West is holding a steady rein, and all goes well. X.

WHITLEY county issues a manual only once in two years. Its biennial for the two years ending July 31, 1893, is one of the best we have seen. The suggestions as to the purpose and methods in teaching the various subjects, by Superintendent Naber, are excellent. The reasons why a child should take the prescribed course of study, instead of selecting for himself, are to the point, and will certainly have the desired effect in Whitley county.

THE JAY COUNTY TEACHERS' ASSOCIATION met in Portland, Feb 10. The session was an unusually interesting one. The papers read, remarks made, the good audience and interest manifested all tended to make the day one of the best in the history of the county. Among the speakers were George Suman, of Marion; T. W. Shimp, of Ft. Recovery, O, and G. F. Riese, president of the Portland Normal. L. H. Beeler was chairman.

CRAWFORD Co.—The annual session of the Crawford County Normal School will open April 9 for a ten weeks' session. The instructors are County Superintendent J. R. Duffin, J. W. Riddle, president of the Leavenworth high-school, and J. H. Carroll, of the Leavenworth schools. The Normal Herald, a neat four-page, four-column paper, is published in the interest of the school.

THE BLUFFTON schools, under the direction of Supt. W. P. Burris, are achieving marked success. The local papers speak of them in unqualified terms of praise. Dr. J. M. Rice, of Forum fame, recently made these schools a visit, and will return March 7 to give a lecture on "Scientific Teaching."

THE BOYS at the Reform School who are learning the printers' trade have put into print in neat form all the names and addresses of those who attended the late teachers' association and paid their fees. The number is *four hundred and nine*, an unprecedented enrollment.

HARPER'S WEEKLY, in its issue of February 10, contains an article on "The Common Schools of the United States" of remarkable interest. The subject of school attendance in the various states is treated and the showing is remarkable. It will well repay the reading.

CASS Co.—Supt. J. H. Gardner has already published the program for his next institute, August 27-31. This is the first yet received, and indicates enterprise on the part of the superintendent. The schools of the county are reported in excellent condition.

HUNTINGTON graduated from its high-school eight students at its mid-year commencement, January 26. It is the custom with this school to have a baccalaureate sermon. Ella E. Kirtland is principal, and R. I. Hamilton, is superintendent of the schools.

DEKALB county sustains a well-organized teachers' association. P. D. L. Alspach is president of it, and H. H. Keep is chairman of the executive committee. County Superintendent Merica of course does his part in making the association a success.

MOUNT HOPE school, near Anderson, is a country school that has purchased a library of 110 volumes in a little more than a year. Twenty-five volumes of reading circle books have just been added. Edgar W. Farmer is the teacher.

"THE HOOSIER" is the name of the senior class annual of the State University. It is in course of preparation, and will contain about 200 pages. It will be of special interest to all old students and friends of the university.

THE ROME NORMAL COLLEGE will open April 2. It is expected to be a success. The building will be repaired, and the best of accommodations are promised. B. A. McMaster and W. G. Land are the instructors.

MADISON county has organized a county teachers' association. Madison county teachers never do things by halves. What they undertake they do thoroughly. Supt. I. V. Busby is in the lead in this movement.

E. R. BOOTH, principal Technical School of Cincinnati, Ohio, has issued a chart of man in history, biography and literature, illustrating his characteristics and moral nature. It is an ingenious work of art.

RISING SUN is enjoying a lecture course which is a success. The local paper gives the superintendent and teachers credit for doing what nobody else has ever been able to do. J. B. Evans is superintendent.

THE INDIANAPOLIS HIGH-SCHOOL No. 1 at its mid-year commencement graduated just fifty pupils. It now has in attendance more than one thousand, not counting about twenty-five post-graduates.

SHELBYVILLE employs thirty-one teachers and all are working harmoniously under the direction of Supt. J. C. Eagle, who has as his motto, "*A little better work each succeeding year.*"

REMEMBER that the National Educational Association will meet this year at Duluth, Minn. For any Duluth information address R. E. Denfield, superintendent of the Duluth schools.

LAFAYETTE school matters are going well, and good work is being done. The high-school shows an increase of about fifty over last year. Edward Ayres is superintendent.

QUERY.—A farmer allows one acre of pasture for every five sheep, and one acre of plowed land for every eight sheep; how many sheep can be kept on 325 acres? E. C.

CHURUBUSCO has had a regular high-school course for only two years, and will have a graduating class of ten at the close of this year. Paul Wilkie is principal.

WHO WILL SOLVE?—The hypotenuse of a right-angled triangle is 100 feet, the other two sides being equal; what is the area? (Com. Arith., page 332.)

RIDGEVILLE COLLEGE will open its spring term March 27. The new president, George Hindley, is imparting new life, and the future looks encouraging.

THE Globe Lithographing and Printing Company of Chicago has issued a series of World's Fair Views which are excellent and cheap.

PERSONAL.

F. H. HARPER is now principal of the Columbus Business University.

W. S. ROWE, a graduate of DePauw, is principal of the Rising Sun high-school.

LINNAEUS HINES, last year of Noblesville, is now at work in the Evansville schools.

RUSSELL H. BEDGOOD, principal of the Marion high-school, has been chosen principal of the Lafayette high-school, to take the place of Mr. Zeller, resigned.

WM. M. MOSS, who was recently appointed assistant superintendent of Indian school service, is at present located at Genoa, Neb. He remembers kindly the "old folks at home."

A. W. RANKIN, superintendent of West Superior, Wis., recently spent a day in the Indianapolis schools.

GEO. F. BASS, for many years a supervisory principal in the Indianapolis schools and at present editor of *The Young People*, has yet a few open dates for institute work the coming summer.

W. E. LUGENBEEL, formerly at the head of the Mitchell Normal school, but now president of Austin College, located at Effingham, Ill., will engage to do institute work the coming summer.

B. F. WISSLER, for many years superintendent of Wayne county, and one of the best in the state, is now assistant post master at Richmond, with a salary of \$1,400. He is also proprietor of the Richmond Sun.

W. H. HERSHMAN, it will be remembered, took charge of the Attica schools last fall. He has just been elected for next year with a handsome increase in salary. This speaks well for Mr. Hershman and the trustees as well.

LEWIS H. JONES, superintendent of the Indianapolis schools, recently made an address to the teachers of Cleveland, O. He also represented Indiana in the National Superintendents Association, which was held at Richmond, Va.

JOHN N. MYERS has been appointed superintendent of Wabash county to fill the vacancy caused by the death of Avery Williams. This was certainly a good appointment, as Mr. Myers had formerly filled the office and did it well.

REV. J. E. GILBERT, formerly pastor of Meridian street M. E. Church, Indianapolis, but for several years past engaged in organizing normal Sunday-school work, is a candidate for the state superintendency before the Republican convention.

G. M. NABER, superintendent of Whitley county, is being urged by many of his friends to be a candidate for the state superintendency but had not consented when last heard from. His party could easily do worse than nominate our Naber.

W. H. ELSON, for many years superintendent of Parke county, last year superintendent of the LaPorte schools and now supervisory principal in the Indianapolis schools, is making special preparation to do institute work the coming season.

ARNOLD TOMPKINS, now in Chicago University, recently paid the JOURNAL office a friendly visit. He was in a specially good humor, as the Reading Circle Board had just adopted his book, "The Philosophy of Teaching," to be used the coming year. This is certainly an honor.

J. N. STUDY, superintendent of the Richmond schools, is a candidate for nomination on the Republican ticket for the state superintendency. Mr. Study is a man of large experience, and should he be nominated and elected will make a superintendent who will represent the state with credit.

T. J. CHARLTON, superintendent of the Reform School for Boys at Plainfield on the occasion of the anniversary of Lincoln's birthday, Feb. 12, at a meeting of the Indiana Loyal Legion, responded to a toast, "Lincoln as a Boy." It was excellent and was put in print, as it should have been.

P. P. STULTZ, superintendent of the Jeffersonville schools, has been talked of as a candidate for the state superintendency. Whether he will be in the race or not the JOURNAL cannot say. It can say this much, however, that Mr. Stultz is a good man who has decided views and has the courage of his convictions.

PRESIDENT SWAIN, of the State University, has set apart Thursday evening of each week to be "at home" to students and citizens. On that evening he and his wife devote themselves to receiving and enter-

taining all who may call. Both citizens and students are making a wise use of this opportunity. The evening "at home" is pronounced a decided success.

D. M. GEETING, superintendent of the Madison schools, is a candidate for the state superintendency before the Republican convention. Mr. Geeting was chief clerk during the superintendency of Mr. La Follette, and made one of the most efficient clerks who ever filled the place. He knows the duties of the office thoroughly, and would make a popular superintendent.

WILL H. GLASSCOCK, chief clerk in the state superintendent's office, is quite generally talked of as a candidate to fill superintendent Vorries' place. Mr. Glasscock has made an excellent deputy and would doubtless make a good chief. He is popular, and can probably have the nomination on the Democratic ticket if he desires it. He has not yet declared his intentions.

J. A. ZELLER, for many years past principal of the LaFayette high school, and well and favorably known in the state as one of Indiana's leading educators, has accepted a call to the principalship of Whipple Academy, Jacksonville, Ill. Mr. Zeller leaves many warm friends behind who will regret to lose him as a co-worker, but who will join in wishing him unlimited success in his new field of labor.

S. S. PARR, formerly dean of the DePauw Normal school, but for the past five years superintendent of the St. Cloud, Minn., schools, read a paper before the National Superintendents' Convention at Richmond, Va. On his way home he spent a day in the Indianapolis schools and paid the JOURNAL office a short visit. He is looking well and reports his St. Cloud work as very agreeable. He remembers very kindly his old Indiana friends.

HUBERT M. SKINNER, formerly superintendent of the Brookville schools and later chief clerk in the state superintendent's office under J. W. Holcombe, but for several years past with the American Book Co. in Chicago, has done a great deal of literary work as all his friends know. The FRANKLIN DEMOCRAT, of Brookville, recently gave Mr. Skinner a two-column write up. The article is by Mrs. S. S. Harell and is highly complimentary, but not unduly so. Mr. Skinner has done and is doing much valuable literary work.

BUSINESS NOTICES.

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PEDAGOGICS OF THE BIBLE.

(A Paper Read Before the Indiana State Teachers' Association,
December 28, 1893.)

REV. F. E. DEWHURST, INDIANAPOLIS.

I do not know who framed the subject that has been assigned to me in this discussion, but I wish to warn him that in selecting a title so generously vague he has incurred great risk. A colt shut up in a box stall is reasonably out of the way of mischief, but, let loose in a ten-acre lot, he has a great chance to caper. I claim at once the prerogative and freedom of my capacious ranch. Off somewhere on the distant horizon, however, I perceive two stakes driven down, where, perhaps, the fence was meant to be built. The first stake is "Pedagogics;" the second stake is the "Bible." I shall at least try not to jump the stakes.

What meaning, then, can this phrase have for us—The Pedagogics of the Bible? Doubtless we might have had a more exact and felicitous term than Pedagogics for the modern thought that we denote by it—the science of teaching; the connected account of the methods of imparting knowledge and of educating the mind. The original pedagogue was not even the teacher, but the servant who conducted the child to the teacher, as is suggested in Paul's metaphorical use of the expression in his reference to the Jewish law as the pedagogue who led us to Christ and left us with Him, the real teacher, to be instructed. Then, afterward, the pedagogue was the teacher himself, but pedagogics—that is not what the pedagogue has in his pack; it is rather some other

pedagogue's account of the methods and principles by which his fellow-pedagogues should or do teach. By the pedagogics of Froebel we understand the science and art of teaching of which Froebel was the expounder.

Is there, then, any pedagogics of the Bible? Is there any Biblical professor of the science of teaching? Is there any book among its many and varied books that deals with processes and methods of education? Even at the risk of jumping the stake, I must declare that I know of none. The books of the Bible enter many domains. There are chronicles, and history, and biography; there is poetry and philosophy; there is allegory, and legend, and drama; there are orations, and sermons, and letters. But I do not discover any book on pedagogics any more than I discover one on homeopathy or horticulture. And reasonably enough, for, in a broad sense, the science of teaching is a modern science. There naturally could be no explicit doctrine of education contained in the Bible. Yet a thing may be implicit where it is not explicit. The Bible is full of men who are teaching; it is full of the substance and results of their teaching; and behind teacher and doctrine lies revealed in the background the method of their teaching. The pedagogical revelation of the Bible will necessarily be unconscious and indirect. Here we may learn much, for a man may hardly conceal his method and prompting principle.

So, then, we are to find out not what the Bible teaches; we are not to inquire whether its teaching is true or in what sense it is true, but we are to ask what methods of teaching are disclosed in the substance of the teaching itself; what sort of approach did the teachers of the Bible make to the mind, and are these methods, any or all of them, of permanent value to mankind. There are at least three methods of teaching disclosed in the Bible which are quite apparent and quite easily distinguished from one another. I shall indicate each of these briefly.

I.—THE DOGMATIC METHOD.

First, there is the dogmatic method of teaching. Dogma, as you know, is a derivative from *Dokeo*, but a derivative which has passed from the fluid to the solid state. The verb has a very flowing and liquid meaning. It deals with the

appearances of things. It qualifies and suspends judgment, as when we say of something, "It seems to me that this is so," lest we shall say it too strongly and be too positive about it. But by the time we have reached the familiar derivative, dogma, lo! the temperature has fallen, the frost has come, and the liquid, flowing, apologetic verb has frozen into a term which means decree. The dogma was, perhaps, in the first instance, a legal opinion laid down by the judge, and, when laid down, it, like modern judicial decisions, had the force of law and the entire weight of judicial authority behind it.

So we must take the word dogma for what it is. We can probably never put blankets enough around it or get it near enough to the fire again to thaw it out and make it flow in the channels of opinion mildly and apologetically expressed. Dogmatic teaching is simply authoritative teaching. It proceeds inward from without. It asserts and asks acceptance and belief. It is the faculty of intellect propelled by the faculty of will.

This, now, is one of the methods that we find in the Bible. The ten commandments are ten dogmas. Moses gave them to the people with all the weight of his authority behind them, and with the added weight of his assertion that the commandments were given immediately from God himself. The writings of the prophets are full of dogmatic passages, rising at times to the lofty heights of spiritual insight, where the authority behind the dogma ceases to be that of mere will and resolves itself into the authority of a soul consumed in the fire of its inspired earnestness and zeal. The epistles of Paul, again, are marked every here and there by the dogmatic method. He lays down rule and precept to his spiritual children, and at times constrains them with the compulsion of his personal authority. There is no time to particularize or to give extended illustrations of the dogmatic method in the Bible. We must ask, however, what is its significance and value. Just this, as it seems to me:

The dogmatic method has the same value to human development that the pressure of the gardener's hands has to the tender sapling. The growth of the sapling must come from within; it must follow the law of its own being; it must find its life and work out its own salvation in its environ-

ment. If the gardener takes the tree and carves such strange and wonderful shapes out of it as sometimes we see upon our lawns under the name of landscape gardening, he has disfigured and mutilated the tree, just as much as if a landscape barber should execute a similar performance on his customer's beard. But if the gardener straightens the tender trunk of the sapling, which nature intended for erect growth, but which has been bent and twisted by the wind, he has done a merciful and truly educating act, though it is throughout of the dogmatic sort; it is external pressure; it is the will of the gardener coercing the will and habit of the tree.

Is it not clear, then, that there is a permanent, though limited place for the dogmatic method in the development of every child? Chronologically, the ten commandments precede the Sermon on the Mount; chronologically, a certain amount of precept precedes the working principles in the child's life. I affirm this with some degree of reluctance, because it is evident that in many instances the dispensation of law and precept is prolonged beyond its legitimate limits; the crutch and bandage are used after the blood and muscles should be allowed to do their work.

Nevertheless, I should be sorry if the gardener did not walk often through the nursery and straighten the young saplings that the wind had bent or that had pushed their young branches into each other's way. So, for one, I should be sorry if, in the immature stage of life, the dogmatic method were not used for just what it is worth. A child's life may easily get the twist of false ideas, of bad habits, before the inner law of its life becomes effectual; the only resort then is to have the child feel the restraint of those customs and conventions into which society is already crystallized, though that same child may, at some future day, under the compulsion of a higher law, help to set them aside.

II.—THE ALLEGORICAL METHOD.

The second method of teaching which the Bible illustrates is the allegorical method. This is primarily a method of interpretation rather than a method of teaching, but it speedily resolves itself into a method of teaching. The allegorical method of interpretation is that which looks for an inner spiritual meaning behind the primary historical or grammat-

ical meaning of any statement. It holds to an exoteric and an esoteric meaning in everything. Now, the allegorical interpretation of the Scriptures was the prevailing rabbinical method. A Jewish rabbi was not concerned to find the meaning which the grammatical and historical sense yielded, or at least he was not moved to stop when he had found that meaning; there was still another meaning within this outward and primary sense. If you will turn to the opening pages of Matthew you will find abundant illustrations of the allegorical method in the quotations from the Old Testament which are connected there with the birth and infancy of Jesus. There is perhaps not one of those quotations that, in their primary historical setting, has any reference to Christ. They are susceptible of that interpretation because the allegorical method was the generally accepted and popular method. It was no offense to put a meaning into words which the grammatical and historical interpretation of them would not yield. This fact is, of course, of utmost importance in interpreting the Scriptures, but into that field the present subject does not lead us. The allegorical method, as we know, has been continued and enlarged in the teaching of Emanuel Swedenborg, whose influence has been and is very great, even outside his immediate followers. Swedenborg also said, "There is a meaning behind the meaning." We must get at that, for there, in the holy of holies, lies the truth. What, then, are we to say of the value of the allegorical and esoteric method?

First, that we should recognize the implicit truth in it. There is always a meaning that lies within the merely formal expression of that meaning. Turner put together a certain grouping of colors on his canvas and called it a sunset. An impatient inspector of the picture said, "No one ever saw a sunset like that." "Don't you wish you could?" was Turner's tart reply. The critic saw all the pigment that was on the canvas, but he lacked that subtle sense which resolved it all into the sunset vision which Turner himself beheld. I myself remember a picture of Turner's that, at first glance, seemed to be only a confused blending of reds, blues and greens successively whirled with the brush about the canvas, leaving a dark place in the center of the whirl which gave the name to the picture of "The Grotto." If I, in my bewilder-

ment, had asked the painter, "Where, please, is the grotto?" I am sure he would have said, "You numskull, there it is; walk into it." Well, the point is that Turner appealed, and rightly enough, to a sense finer than that which could detect mere pigments; he appealed to an interpreting spirit which resided somewhere behind the mere organs of vision. He that had eyes to see could see.

It is the same with that subtle aroma of the human spirit that we call the sense of humor. A group of men were laughing heartily over the spontaneous humor that sprang from one and another of the company. One only did not laugh; he did not see the point, and was constantly asking for an explanation. (Think of explaining a joke!) At last one of the company said, in despair: "Oh, John, we shall have to pound these jokes into your head with a hammer." John only opened his eyes a little wider with surprise, and solemnly asked: "Do they ever pound jokes into people with hammers?" I am sure I do not know what could help such a man as that except a dose of Swedenborg. He needed the inner sense. The grammatical sense was clear enough, but the meaning behind the meaning; the flash of light that comes from the sudden collision of contradictory ideas, which is the soul of humor—what could give him that?

But I may seem to wander from the real question as to the allegorical method, though I trust there is a side light from these illustrations. But having said this, for the rest and as to the ordinary meaning put upon the allegorical method, it seems to me fallacious and misleading in the extreme; for, unless we can wrest the true and last meaning of a thought from its grammatical setting and its historical significance, there is nothing to show us that we have ever hit the right meaning. There is no standard that is not to the last degree arbitrary. Dr. Martineau has not spoken too forcibly when he says that "this method has spoiled the whole history of Biblical exposition, turning the Scriptures into an occult cipher writing, speaking only to those whom the spirit furnishes with the secret key. Increments to theology from this source are arbitrary and illusory, and stand in no secure relation to the progress of the world." So far, then, as the pedagogics of the Bible are of the allegorical sort they are to

be mainly avoided. The whole rabbinical method of interpreting the Old Testament was allegorical and it has crept in places into the New Testament. Paul himself had the rabbinical training, and never wholly divested himself of that method, so that sometimes we have to look within the shell and form of his teaching to find its truth. The truth of his teaching is not destroyed by the form; it is true in spite of the form.

The allegorical method, in this sense of it, has, I suppose, pretty nearly passed from our forms of education. The vestige of truth will and ought to remain. For every child must begin with the outer meanings of things. He must think as a child and speak as a child. There is an esoteric meaning which only the growing wisdom and experience will grasp. The use of the legend and myth; the fable and tale are the true uses of the allegorical method. I am willing to have a child believe in St. Nicholas just as long as he can; I would not ruthlessly banish the fairies and the Brownies. The cold and bare rationalism which many believe to be the only method of truth will serve only to stunt the imagination, and what shall we do if our wings are clipped? One of the saddest confessions in recent history that I know of is the confession of Darwin that in the exclusive pursuit of the scientific method he had lost the love of poetry and the power to appreciate it. The allegorical or esoteric method teaches truth in part, and the chief caution which the teacher here needs to heed is that which, with great wisdom, Phillips Brooks once expressed. He said: "You must teach your children truth in part, but the partial truth you teach them must be true, and so have in it the essential completeness of all truth, else they will outgrow it and cast it off, as hundreds of growing children do leave behind them the whole well-meant but narrowly conceived religion of their nurseries as they pass out of the nursery doors into the world."

THE METHOD OF JESUS.

In the third place, and finally, I have a few words to say about the method which we will call the pedagogics of Jesus. Jesus was pre-eminently a great teacher, and, though he had no formulated science of teaching, and doubtless never

thought of it in the light of method, we may, nevertheless, deduce a method from the substance of the teaching itself.

Under this head of the method of Jesus I would like to group three thoughts that are naturally suggested.

1. The first and most obvious thing in the method of Jesus' teaching is what we may call the constructive, the architectural quality in it. He builds upon the foundation and the courses already laid. The parables in which so much of Jesus' teaching is enshrined are the illustrations of this quality. It is the analogical method—that which proceeds from something familiar and concrete to a principle that is unfamiliar and that becomes illumined in the light of some common and homely fact. Jesus was a great observer. How great an observer I suppose we can never know, because we miss the point entirely of many of the little indirect allusions that gave point to his words. But we know how he drew on all nature, and life, and society to point his lessons. The humble lily in the field that many would have missed, as well as the catastrophe at the tower of Siloam, which the newspaper reporters would be sure not to have missed; the little child looking up into his face with innocent eyes, as well as the haughty Pharisee, ostentatiously praying in church on the Sabbath and wrecking banks on week days; the seed falling on the rocks, and the thorns, and the ground, as well as the marriage festival, with its great procession—all these things, almost all things, were in his eye and memory, and they served their purpose in making entrance to the mind for some vaster and more important fact.

All this in the method of Jesus is so obvious and so well understood by you all, and, I may add, so generally absorbed into all modern ideas of education, that I do not need to emphasize it, though it would be pleasant to linger in a field so attractive and so full of illustration of that method which is most fruitful of all in reaching the mind and the heart.

2. The second element in the teaching of Jesus that I would emphasize a moment was the intensely personal character of it. You know that President Garfield once said that his idea of a college was a log, with Mark Hopkins on one end and himself on the other. That was a fine tribute to the eternal indispenableness of the personal element in teach-

ing, to the need of exalted and earnest character. Whatever else gets into a pupil's mind, the teacher gets there ultimately, and his teaching is largely determined by what he is himself. The primary and the final qualification of a great teacher is that he shall be a great soul. This is what profoundly impresses me in the teaching of Jesus. He is not delivering over something to his disciples; he is simply communicating himself. That was true also of Socrates; but when I read the brilliant dialogues, with the relentless cross-fire of question and answer, I am impressed by the greatness of the intellectual dialectic; I feel that the master is indeed, as he called himself, "a gad-fly," who will torment us until we find and recognize his truth. It is a tremendous but an overbearing personality. Now, there is not a word, or scene, or colloquy in the gospels that does not reveal the personal element in the method of Jesus, but it is an engaging, a sympathetic, an all-comprehending personality; it does not crush the soul with the sense of its ignorance and impotence, but it inspires it until it feels the sense of divinity within itself. It was confessedly a great soul that could have so profoundly influenced a dozen men that they revolutionized the world.

3. I have now barely time to mention a third quality in the method of Jesus. What I mean is his undaunted faith in the fitness of truth and of the human soul for each other, and in the power of truth to emancipate a soul. If I am not mistaken the idea of education that is now commanding the recognition of thoughtful educators is simply this: that education consists mainly in setting at liberty the powers of the human mind; in enabling a soul to discover and to be itself. And it seems to me in every way an ennobling idea of the teacher's art. It does not rest on the Cartesian doctrine of innate ideas which John Locke pretty effectually exploded, though he formulated no satisfactory philosophy of his own. But it rests upon the sound conviction that real education must, after all, come from within. It is not a cramming process; it is an evolving process. It leads the mind to the discovery of itself; and this precisely is what Jesus affirmed in other words when he said: "Ye shall know the truth and the truth shall make you free."

I think we all know from our own intellectual experience

and from our relation to others as teachers something of the meaning of this word of Jesus. We know how we have almost leaped toward some new perception of truth and claimed it as our own, and felt the sense of a new freedom, of an enlargement of ourselves, just as if some bond that held us had been snapped. It has been our privilege, too, to see the light dawn upon the faces of others as they have had kindred experiences. Truth of any sort in any sphere is indeed emancipating; it frees the powers of the soul; it is the truest pedagogic method.

Now, if we put together these three qualities in the method of Jesus—the constructive quality, building on the foundation of experience already acquired; the personal contact and the serene trust of the truth as the emancipating principle, we have as the result a pedagogical method of supreme and permanent importance. It is all implicit and unconscious like the rest. There was no avowed and conscious method; it was artless art, but perhaps of all the more value for that very reason. As the tendency of modern Christian theology is to become Christo-centric, so may we say of the pedagogics of the Bible, that so far as the Bible suggests a method of teaching, that method is substantially expressed in the qualities and characteristics that we find in the teaching of Jesus. Being in no sense a teacher of the art of teaching, he nevertheless so taught that no teacher can afford to be unacquainted with his art and method. “He taught as one having authority, and not as the scribes.”

NATURE AND ART AS ELEMENTS OF EDUCATION.*

JENNIE PATE, EDINBURG.

✓ “Not a tree,
A plant, a blossom, but contains a folio volume.
We may read, and read, and read again, and still find something new;
Something to please and something to instruct.”

How often have we watched a favorite flower unfold from the blushing bud into the perfect blossom. Day by day, slowly but surely, Nature's gentle fingers push aside the petals.

*Read before Johnson County Association, December 1, 1893.

There is no forcing of the leaves; only tender touches of sun and dew. May we not, as teachers, find a lesson here? God has given into our keeping his immortal blossoms; a careless hand, a rude touch will blight their beauty forever, and the plant that promised so much in the beginning, for want of proper care, may become a dwarfed and ugly shrub.

"Wisdom is the principal thing, therefore get wisdom, and, with all thy getting, get understanding." This is the true meaning of education. We are drifting away from the old notion that education consists of an accumulation of facts. "If to possess facts simply is education, then an encyclopedia is better educated than a man." Here a picture passes before our mental vision. From a steaming caldron we see the seraphic Squeers ladling out noxious doses in a wooden spoon. Each boy receives the same quantity, irrespective of size or capacity, and, in course of time, his poor little head becomes of the same material as the instrument of torture which is so deftly handled by his tormentor. Dickens has certainly painted a very grotesque picture, but the manner in which some of our so-called teachers cram the craniums of their pupils bears a close resemblance to it. The man who is able to understand his own faculties and who has the power to acquire new knowledge through his own discoveries, in other words, who knows himself and who knows how to best govern himself, is the educated man. It is our business, as teachers, to incite the minds of our pupils to thinking. Facts are dry, fleshless things. Clothe them with the living tissues of thought and they become symmetrical forms, vigorous with intellectual life. This quotation from Beecher we think worthy of our earnest consideration: "Education is the knowledge of how to use the whole of one's self. Men are often like knives with many blades; they know how to open one and only one; all the rest are buried in the handle, and they are no better than they would have been if they had been made with but one blade. Many men use but one or two faculties out of the score with which they are endowed. A man is educated who knows how to make a tool of every faculty—how to open it, how to keep it sharp, and how to apply it to all practical purposes." We cannot afford to deal wholly with abstractions. We must present the concrete, the

picture side of life. Nature here steps in to assist us. Listen to Froebel: "The child should be made thoroughly intimate with nature. Nothing so firmly connects teacher and scholar * * * as the common effort to employ themselves with nature." The eye that has been trained to see the beauties of nature and the ear that has become attuned to her sweet melodies will intuitively turn away from all that is coarse and degrading and will seek out only the refining and elevating influences of life. "As the world goes, it is something to be able to say, 'I have been happy for two hours,'" wrote James R. Lowell, one autumn day, long ago, in a letter to a friend. "I wanted to tell you, too, what glorious fall weather we are having, clear and champagny, the northwest wind crisping Fresh pond to steel blue. How I do love the earth! I feel it thrill under my feet. I feel, somehow, as if it were conscious of my love, as if something passed into my dancing blood from it, and I get rid of that TERRIBLE duty feeling: 'What right have I to be?'" Do we not pity the man whose life is a narrow round of practical realities, who sees nothing in nature but the material means of existence? Verily, "having eyes he sees not, and having ears he hears not." What a grand old world it is! Earth, and sky, and sea rival one another in their ministry of beauty.

"Look on the beautiful world and read the truth

In her fair page; see, every season brings
New change to her of everlasting youth;

Still the green soil with joyous living things
Swarms; the wide air is full of joyous wings,

And myriads still are happy in the sleep
Of ocean's azure gulfs, and where he flings

The restless surge, Eternal love doth keep
In his complaisant arms, the earth, the air, the deep."—Bryant.

Nature is perfect in all her plans, even to the minutest details. She will bear the closest scrutiny. So wonderful are her laws that the scientist who devotes his energies to unraveling her mysteries is in danger of losing sight of the Creator in his profound admiration for the things created. "The poet's eye, in a fine frenzy rolling, doth glance from heaven to earth, from earth to heaven," as he bodies forth in sweetest song the exquisite creations of his teeming brain. The

musician's sensitive ear catches the music of the forest and the brooklet's silvery song. Inspired by the rhythmic sounds, he pours out his soul in divine melodies. The sculptor fashions the shapeless clay into forms of symmetry and grace. The artist dips his brush in the golden glow of the western sky and his sunset lives forever. Science, literature, music, sculpture and painting—all draw their sustenance from the same fount. Is it not our duty, dear teachers, to open the eyes of our pupils to a keen appreciation of nature's handiwork? To lead them to become, through this love of the beautiful, reverent worshipers at its Author's shrine? The floral pages of nature's glorious volume are full of interesting and instructive lessons. When we remember the countless varieties of plants and trees in the vegetable kingdom we can realize from what an inexhaustible mine we draw these treasures of learning. Some of the greatest intellects of earth turn back the pages of memory to associations with the flowers of childhood. It is said of Pope that when weary and troubled he would spend hours near a violet bed, which, when a child, he had loved and carefully tended. No doubt the modest little flower brought healing to his bruised spirit. Napoleon is said to have often spoken tenderly of his father's garden at Corsica. The great statesman, Fox, always kept a geranium growing in his library. It had been his mother's favorite flower. When the Savior's calm eye rested upon the sweet purity of the lily, that divine lesson "for all hearts he drew." Some one has said that the criminal who holds in his heart a love for flowers cannot be wholly bad.

Rocks, shells, pebbles, etc., which the children have brought during the past months have furnished us with many valuable lessons. During September we made intimate acquaintance with the insect family. Mr. Cricket, Mr. Locust and the Grasshoppers spent many happy hours with us. Our friends, Mrs. Ant and Mrs. Bee, gave us some useful lessons on industry, and taught us to grasp more fully the meaning of King Solomon's injunction. The fall months are rich in materials for such lessons. Remember that, in this way, we are laying the foundation for future work in science. We watched the autumn flowers and compared their gorgeous hues with the delicate tints of spring's dainty blossoms. We watched the

leaves when they first began to turn, and we investigated Jack Frost's mysterious visits. He has now become quite an old friend, and bushels of bright leaves have been brought as specimens of his artistic skill. Fall fruits, seeds and nuts have received careful attention. We wanted the children to find beauty and utility in the autumn season. One day we had a picture lesson and a story about the "Golden Time." The teacher could not find a suitable story to illustrate the thought she wished to awaken, so she tried composing one herself. She was amply repaid for her work by seeing the glow of satisfaction upon the little faces when told that it was "their own story," written just for them. As a result of these lessons we find our pupils becoming more observant of the common things about them. Not a day passes but some one contributes an offering from nature's wonderful storehouse. It may be only a pebble or a tiny shell, yet it is always received and pleasantly commented upon, even if it has to be secretly consigned to the waste basket. The child should be encouraged in every possible way to make discoveries for himself. A child is a born imitator. He naturally loves to reproduce what he sees or hears. Hence the kindergarten spirit should pervade every primary school. The triune development, the head, the hand and the heart, is the only true development. The occupations of the kindergarten furnish the child with materials to interpret his ideas of nature. This material is everywhere at hand. If your school does not furnish you with helps, make them yourself. All of you who visited the "World's Fair," that grand object lesson of the Nineteenth century, were, doubtless, much impressed with the wonderful artistic display in grains. On returning home from our visit there we conceived the idea of trying an experiment with grains in busy work. Having aroused the children's interest by describing to them the beautiful pictures we had seen, we told them to bring collections of grain and we would try to make pictures, too. They eagerly responded and cheerfully shared their offerings with one another. We distributed the material and told them to make a picture on their cardboards and to tell a story about it when done. The result was highly satisfactory. The red, white and golden grains of corn, together with the wheat, rice and barley, made lovely designs.

One little girl made an outline of a leaf with corn, and filled it with wheat. She also tried to represent a blade of grass with corn. Upon the corn she had placed several grains of rice. When asked for her story, she said: "This little leaf is the home of some little bugs, and this is a blade of grass, the home of some happy little creatures." For our morning lesson, that day, we had studied that exquisite line from Lowell's "Sir Launfal:"

"There's never a leaf or a blade too mean
To be some happy creature's palace."

Thus had our little one striven to illustrate the poet's thought. We, as educators, realize the importance of training the imagination, of arousing the perceptive faculties, and of cultivating a love for the good, the true and the beautiful. Art is our ally. In various forms, as literature, music, sculpture, architecture and painting, it appeals to the higher spiritual nature of man, and arouses his soul to action. Carlyle says: "Wouldst thou plant for Eternity, then plant into the deep, infinite faculties of man, his fantasy and heart. Wouldst thou plant for year and day, then plant into his shallow, superficial faculties, his self-love and arithmetical understanding."

The heir of the ages is the child of to-day. What a rich inheritance is his! He must be disciplined and trained so as to be able to use properly the wealth awaiting him. Into our hands are committed the keys that will unlock the doors to this hidden treasure. It is the greatest trust ever given to mortal hands. The future of a human soul! Every teacher in the land should feel herself, in a measure, responsible for the proper moral training of the children intrusted to her care. Ignorance and vice stalk everywhere. The home environment of some of our children is simply appalling. We have visited homes during the past months whose surroundings made our hearts ache, and we felt like exclaiming: "Of what avail is our instruction when counteracted by such degrading influences?" Yet our better angel whispers to us: "Be ye not weary in well doing, for in due season ye shall reap if ye faint not." If we feel the weight of our responsibilities and a sincere, earnest desire for the child's good—"a

yearning after his soul"—we are not alone, for God, who cares for the tiniest seed, will bless our labors, and the soil we thought so barren may bring forth an hundredfold.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

DECISION.

Problem.—A man had two fields of forty acres each. He raised twenty-three bushels of wheat per acre in each field. How many bushels of wheat did the man have from these two fields?

John said he multiplied twenty-three bushels by forty to find the number of bushels from one field. Then he multiplied that result by two to find how much he got from both fields.

"I did not solve the problem that way." "How did you solve it, Mary?" "I multiplied forty acres by two to find the number of acres in both fields; then I multiplied twenty-three bushels by this eighty to find the number of bushels raised in both fields."

"Excused. What is it, Frank?" "I did not do as either of the others. I multiplied twenty-three bushels by forty and that gave what he raised on one field. Then I multiplied twenty-three bushels by forty again, and that gave what he raised on the other field, and then I added the two together. I think mine must be right, for I got the answer." "Excused, Frank. Fred may read the next problem."

A teacher asked Henry the meaning of the word aggressor. He said it meant assailant. Rose raised her hand and said it meant the one who was attacked. John's hand came up, and he said it meant the person or party making an attack. Then the teacher excused John and asked Margaret the meaning of measure ("The colonists resisted the measure.") She said measure meant distance. Robert said a measure was an act. That was all that was done; nothing was said as to which meaning was the one, or whether either was right. The teacher seemed to have no part except to call the name of the pupil and to say excused.

There were some features in these lessons that were very good. One was the freedom of the pupils in expressing their opinions, without which no recitation can be most effective. These pupils evidently felt that their opinions, no matter how different from others given, will be treated with respect. The teacher felt she should be in the background, and that all the work done must be done by the pupils themselves. There were other features not so good, and what seemed to be her tower of strength—allowing the pupils to conduct the work—was, after all, a great weakness.

Both lessons show lack of decision. Nothing was determined in a definite way and left as a clearly defined thing. One did not know from the recitation whether it might be this or that, neither or both. In the case of the problem, after the different processes were given, the pupils should have compared and contrasted them and found which was the preferable and why. It should have been made perfectly clear that while all are right, as far as results and processes, too, are concerned, yet in this case there is certainly a poorest way, even if correct. It is not enough that correct solutions are given and correct results found. All the class should see that the solutions are correct, even if, by taking sufficient time, page 79 cannot be reached by the close of the month.

Then, again, it is certainly the right idea that the teacher should be in the background and the pupils should do all the work, but this degenerates into machine work when all the teacher does is to call the name of the pupil and to say "excused." The purpose of the recitation (except in a few cases) is not reached when opinions are given and nothing done with them. When the teacher is working with the class a point should be reached which is beyond their power when working alone, and questions and suggestions are necessary. The only value in having opinions given at all is that the teacher may see exactly where the class stands, that he may know just where to put questions. (Incidentally it shows other pupils different ideas from their own.) These questions should lead the pupil to see the relative values of different solutions and should make him able to decide which, in this case, is the better, as well as giving him a broader view of

such questions. He is stronger for the next difficulty, whether it be very similar or quite unlike.

All this applies as well to the work on the meanings of the words. There is a better way of finding the meaning of those words in their reading lesson, but the point here is not that, it is the lack of decisiveness that was shown. The recitation should (usually) leave the child with some well-defined result of his effort. Definiteness, decision, must characterize work that is most effective.

MEMORIAL DAY—MAY 30.

This afternoon you will hear bands playing, see flags flying, soldiers marching and children with baskets of flowers. You will notice that many of the soldiers are bowed with age, and their gray hair and faltering steps tell us that they will not take part in many more memorial exercises. Some of these soldiers could tell us thrilling stories of battlefields, marches, privations, defeats and victories; they could tell us of wounds received, imprisonment and cruelty. They can tell the story of slavery in this country and the way it came to an end far better than I can tell it, for these men took part in that dreadful war with the South which resulted in the freedom of these men and women whose fathers and grandfathers had been held as slaves for two hundred and forty years.

You remember that some time before this war broke out the States in the Southern part of the United States declared they had the right to leave the Union if they wished to do so, and when Abraham Lincoln was President they said they were going to make themselves into a separate nation.

They knew Mr. Lincoln did not think slavery was right, and although he said that all those who had already had slaves might keep them, but that no others should be allowed to begin slavery at that time, yet these States were determined to leave the Union anyhow, and be a separate nation. Mr. Lincoln said they could not leave the Union; that they had no right to do it. He said it was as if some of the children in a large family should declare they were not going to be a part of the family any longer; that they would not be brothers and sisters to the others. Mr. Lincoln said they could

not help being a part of the family and should not be allowed to act that way.

But you remember the South was determined to have its own way, and President Lincoln then asked for men who were willing to go to war and try to compel the South to remain a part of the Union. Most of the people of the North thought the President was right, and, in answer to Mr. Lincoln's first call, there were four times as many people offered to go as he asked for. Perhaps some of the men who will be in the ranks this afternoon offered themselves at this first call. Do you see they were fighting to keep our country from being broken and made into two nations? And probably not only into two, for if the South had a right to leave the Union, so the West and the central part and the East have the same right. So we always say these men fought to preserve or to save the Union, and, since the flag is the sign or emblem of the United States, we sometimes say they were fighting for the flag, the stars and stripes.

But these men who came at the first call of the President could do very little alone. The South had also raised large armies, and Mr. Lincoln had to ask several times for men to increase the army. Just think of it! These men had to leave their business, their homes, everything, and for very small pay (if it could be called pay at all) go to the war, where even their lives might be taken. I hardly think we can appreciate how much these men loved the Union, and I wonder if we would be as willing to offer to give up everything if our country needed it as they were.

It was after four long years of war that General Lee, with a remnant of the once fine Southern army, met General Grant, with one of the Northern armies, at Appomattox Courthouse. And here, on the 15th of April, 1865, General Lee surrendered his army to General Grant. General Grant had all the men promise never again to fight against the United States and then allowed them to go to their homes. Not long after the great civil war was closed and the Union soldiers marched through the streets of Washington city and then were allowed to go home.

Do you think all the men who went away came back to their homes? No, indeed; thousands and thousands never

came back. Many of them died and were buried on Southern battlefields. Others were wounded and often left behind to be taken prisoners by men who should have been their friends instead of enemies. Some of the prisons were such dreadful places that many of the prisoners died there and others died later from disease they got while there. A great many were wounded who did not die at all. Some had to have an arm or leg cut off, and have been crippled during the remainder of their lives. But during all the twenty-nine years since the war closed the soldiers who came home have been dying, and in our cemeteries there are many graves on which are placed little flags to-day to show that the one who sleeps there was once a soldier, too, and fought to preserve the little flag that floats over him.

Can you think of any way more fitting of showing our respect for these dead heroes than by putting flowers upon their graves? That is what the children will do, and over each will be placed a flower token of our loving remembrance and respect. Yes, there is one way of showing our respect for these men and the great good they did that is more fitting still than the placing of flowers over their graves. It is to be really worthy citizens of the country they died to save; to be such boys and girls and to grow up into such men and women as will scorn to do a dishonest thing, whose lips an untruth shall never pass. Then, too, we must learn to do our own thinking, and as we grow older we must not be willing to think or act as some one says we shall unless, when we carefully think the matter over, we find that way is the best.

We must learn to be more and more unselfish and more willing to give up something we desire, if it means that that particular thing is not the best for the school, the town or the neighborhood in which we live. And when we are grown we will think and act the same way in regard to the State and the Nation.

So, when we see the old soldiers this afternoon or go to the cemeteries and help to put flowers on the graves marked by the little flags, let us resolve to be just as brave and courageous as they were. We may never be called by the President to fight as did they, but we can be true soldiers

and defend our country by being absolutely truthful and honest, by conquering our selfishness, by helping those who need our help, and by learning to think for ourselves what is the right thing to do, and then by bravely following our own conscience.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

PROFESSIONAL SPIRIT.

Professional spirit is the feeling of urgency produced by an ideal in order to its realization. It is the craving for the ideal to such an extent that its realization is both the motive and the reward of the labor required to realize it. In Longfellow's poem, "Keramos," we have an idealized type of this in the character of Palissy, who is seeking a new enamel for his pottery:

"Who is it in the suburbs here,
This potter, working with such cheer,
In this mean house, this mean attire,
His manly features bronzed with fire,
Whose figulines and rustic wares
Scarce find him bread from day to day?
This madman, as the people say,
Who breaks his tables and his chairs
To feed his furnace fires, nor cares
Who goes unfed if they are fed,
Nor who may live if they are dead?
This alchemist, with hollow cheeks,
By mingled earths and ores, combined
With potency of fire, to find
Some new enamel, hard and bright,
His dream, his passion, his delight.
O Palissy! within thy breast
Burned the hot fever of unrest;
Thine was the prophet's vision, thine
The exultation, the divine
Insanity of noble minds,
That never falters nor abates,
But labors, and endures, and waits,
Till all that it foresees it finds,
Or what it cannot find creates."

Yes, professional spirit, in its poetic form, is "the hot fervor

of unrest, the divine insanity of noble minds," laboring, enduring, and waiting to find or create what is foreseen. Labor is drudgery or joy, depending on whether the laborer is inspired by an ideal. Seeking ideals is real and true living, and only through this can life reach its full fruition. The daily routine of the hardest labor is transformed into life and delight when some ideal in the labor takes possession of the heart. When the master, in Longfellow's "Building the Ship," received the order—

"Build me straight, O worthy master!
Stanch and strong, a goodly vessel,
That shall laugh at all disaster,
And with wave and whirlwind wrestle."

The poet says:

"The merchant's word
Delighted the master heard;
For his heart was in his work, and heart
Giveth grace unto every art."

The master was delighted because of his opportunity to build the ideal vessel—"a goodly vessel, that shall laugh at all disaster, and with wave and whirlwind wrestle." In this contract there was no delay nor parleying and competitive bidding. The merchant knew well that he could trust the man whose heart was in his work, for his heart would give grace unto the art; and the master had no conditions to ask, so delighted was he at the opportunity to work out his ideal vessel. And the joy of labor was contagious, and in the long, hot days of toil

"He who listened heard now and then
The song of the master and his men:
'Build me straight, O worthy master,' etc.

A skillful shoemaker, who was delighted with his labor, and who, like a teacher, was always talking about it, when asked how it was possible to find so much pleasure in the monotonous exercise of driving pegs, replied that each time he tried to drive each peg a little "slicker." Each time he set up the ideal driving of the peg, and drove to the ideal. The old farmer who, in spite of himself, leaps the fence and the ditch to come straight to the tree that he is to fell, cannot understand the

plodding motion of the hired hand as he takes the beaten path around through the open gateway. But both move along the line of least resistance. The conditions are not such that the hired man can so easily put his heart into his work; and so he puts his time in it. Does not the solution of the labor problem hinge upon this idea—securing conditions so that each laborer has an idea of his own to work out, so that it becomes not a question of enduring his toil, but eager opportunity.

As much as we may say that teachers and others labor for money, yet it is also true that opportunity to realize a cherished idea is a controlling force in every healthy-minded person. There may be men who desire to be bishop to be called bishop, as Ruskin puts it, but there are men who desire to be bishop because they see in it opportunity to work out a spiritual good in the church. There may be men who desire to be Governor just to be called Governor, and for whatever adventitious gain in standing and notoriety such a position would bring; but there are men who desire to be Governor to bring about a firmer administration of justice in the State. There may be men who seek the State superintendency because of the distinction attending such a noble office; but there are men who could feel no such elevation because possessed by educational doctrine and conviction which sweep away petty and ignoble considerations. There may be teachers whose motive is the pay and pride of position; but there are teachers who seek labor because they feel that they can secure a noble educational result, which is impersonal and disinterested. They feel a potency for good in them, and crave most of all an opportunity to realize it. It is useless to ask whether a teacher labor for salary; it is enough to ask whether he labor for a disinterested good, while supported by his salary. An increase of salary does not lessen professional interest, but rather increases it by freeing the teacher from the anxiety of self-support. The more salary a teacher gets the less does he need to work for it; the less is his professional spirit starved by foreign considerations. On this ground it ought to be vehemently urged upon a teacher to accept higher salary when offered. Yet external conditions cannot quench, or modify much, the genuine professional spirit. It will burn with "the hot fever of unrest."

In teaching there are three distinct phases of professional spirit.

1. In the lowest phase the teacher has the heart set on skillful manipulation of school machinery—the perfect way of moving classes, calling roll, asking questions, manipulating devices, ornamenting schoolroom; in short, the perfect military and material side of the school. This is a worthy, but not the highest, phase of professional spirit.

2. The next phase in the ascending order of professional spirit is that in which the teacher's interest lies in the skillful manipulation of mental processes in the art of learning. His ideal is the perfect movement of the child's mind through a given bit of subject matter. It does not include the sum total of educative processes, but only the subject matter dealt with in individual recitations, or in given portions of subject matter, as the multiplication of one fraction by another, the raising of cotton or the song of Hiawatha. All this is a worthy ideal, and the immediate end for which the perfect mechanics of the school exist, as sought by the ideal of the preceding phase.

3. The highest phase of professional spirit has its ideal in the development of the child as an entire process. All the individual lessons are held into the unity of the ideal unfolding of the child's life. Each lesson is now seen not only in its individual nature, but in its final issue. The perfect being towards which the child moves is the conscious principle guiding the concrete work of lesson hearing; and, also, the lower phase of external manipulation. An individual lesson may be very skillful and beautiful when considered merely in itself, but found blundering and deformed when examined in light of the final good. The passion of the teacher must be for the ultimate good of the child, and not the immediate seeming good. The feeling which arises from teaching with a consciousness of the ultimate good is the highest possible phase of professional spirit. It is much more difficult to attain to than either of the preceding, and but comparatively few reach it, perhaps—difficult because it is the highest generalization of all the educative forces. Enthusiasm for the child and not for machinery and pretty lesson processes, regulated by consciousness of the rational process of educating him, is true

professional spirit. This is the point at which the teacher reaches "the divine insanity of noble minds," as found in a Pestalozzi or a Horace Mann. Palissy attained it working in clay. Why can't we working in life?

DEFINITION OF EDUCATION.

"If I apprehend education correctly it seeks to develop rightly, to direct and strengthen in full symmetrical proportion every faculty of mind and body which man possesses—the senses to perceive exactly and fully; the memory to record carefully and recall readily; the imagination to weave its flowers so beautiful and bright around earth's daily toil; the intuitions in healthy exercise to recognize whatever is lovely, good and true; the reasoning powers to reach the right results from data submitted to them; the feelings to respond to a strong tide of emotion and to the enlightened conclusions of judgment, and the will to choose the right and to direct and govern all in sweet accord with the will of God—all this enshrined in a casket nobly planned and built and worthy of a spirit thus endowed."—Dr. Alexander Martin, as quoted by the Christian Advocate.

These are grand words, but the best thing suggested by them to one who knew Dr. Martin is the fact that he reached the climax of his own statement—"The will to choose the right and to direct and govern all in sweet accord with the will of God."

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS, Editor of The Young People.

"I DON'T LIKE THAT."

This expression and others that are no more definite are often used by teachers in the school room when a pupil has read with the wrong emphasis or solved a problem wrong, or answered a question in geography incorrectly, or made an error in writing a sentence, etc.

Such an expression has a tendency to lead young pupils to find what the teacher likes. The attention is centered on the teacher rather than on the subject. To illustrate, take the

following from the Indiana Third Reader: "Once there were five peas growing in one pod. The peas were green, the pod was green, the vine was green, the leaves were green, and they thought all the world was green."

Suppose a pupil reads the first sentence, giving the greatest emphasis on the word five; thus, "Once there were FIVE peas in one pod." The teacher says, "I don't like that; try again." Suppose he does try again and gets it just right; it does not prove that he has been made conscious of his error, and that the teacher did the best thing that could have been done. He could have done something worse, however. He might have asked a half dozen irrelevant questions that would have so entangled the pupil that he would not have read it correctly at all. But because the teacher might have done something worse he is not excusable for not doing something better. The teacher knows that the mistake in emphasis is the result of a mistake in thinking or of the lack of thinking. Then he should do something to make the pupil think properly. If his "I don't like that" will accomplish this (and we can see that the conditions might be so that it would, but usually it does not), he may use it.

But suppose the teacher had asked, "What have you read about?" The pupil could not answer without rereading (silently), which he would instinctively do. His answer would probably be "Peas." "How many?" "Five." "What did you learn about them?" The pupil's answer would probably be, "I learned that they were in a POD"—emphasis correct because the thought is his. Teacher—"Read again." "Once there were five PEAS growing in one POD." The strongest emphasis was given on the words PEAS and PODS, and a lighter emphasis on the words FIVE and ONE. Of course, the teacher would like this better, but it was not done to please him. It was done because the thought of the pupil required it. This kind of work will leave a tendency in the pupil to try to get the thought of the sentence before he tries to read orally.

If the teacher is careful he may see this tendency grow day by day. But if he says, in an explosive tone, "John, read the next," John will jump out of his seat, if not "out of his skin," and read without thought. Of course, this would not be true

with older pupils, but it is certainly true with first and second year pupils. They, by this plan, will form the habit of reading without thinking, and, of course, will make very poor upper-grade readers. They will "stumble" over an ordinary sentence and re-read it again and again.

Now, suppose the teacher had said to the pupil, "You may study the next sentence," or, if he knows he has a weak class, "You may find how many things were green," and then ask some one to read it orally, he will not emphasize the word GREEN in every member of that long compound sentence. The pupil cannot read it incorrectly if he has been made to SEE and FEEL (we use FEEL advisedly) the thought the sentence expresses. It will be as natural for him to emphasize correctly as it is for him to breathe.

"CONCENTRATION."

We read in a school journal, a few days ago, that a great idea is being worked out in the "Theory of Concentration." And it was further stated that a thorough understanding of the idea will revolutionize school teaching. We are not certain that we know exactly what is meant by the term "concentration" as used here. We can remember a time when nothing was said about "apperception" by institute instructors or in the ordinary books on pedagogy. Now everybody talks of apperception. We have had the pleasure and profit of reading "The Pot of Green Feathers" and Lange's Apperception, and have found that we have been apperceiving all our life. It may be that we have been "concentrating," too.

But we have not said this much because we object to apperception and concentration, or to the teacher's making a careful study of these and all other mental processes. We are sure that none of us could get on at all without apperceiving, and that we certainly would save time and energy if we would concentrate. But what we wish to say is, "Don't go to seed." In our effort to concentrate, let us not scatter.

We are certain that when a pupil is asked for a sentence illustrating a point in grammar, it is better for him to say "Columbus discovered America" or "The United States consumes about one million bushels of wheat daily" than to say

"James struck John" or "I saw the sick dog belonging to John Smith." In the first we have illustrated a point in grammar and have presented a point in history and one in current topics.

When the teacher is giving original problems to the pupils it is well to give facts worth knowing along with the arithmetic. To interpret a problem correctly the pupil needs to apply his grammatical analysis. He should read it orally as carefully as he reads from his reader. In studying grammar or language the pupil finds quotations from the best writers of the world. He certainly should know something about the people who wrote the sentences he so glibly analyzes. He should also have at least a vague notion of the meaning of these quotations. "Great is Diana of the Ephesians" means nothing to the average pupil in grammar. A few sentences from the teacher here would give the sentence life, and he could proceed with the "grammar," if he must have it.

But when one is so taken up with concentration that he cannot hold to one idea, subordinating others to it until the pupils have mastered it, his concentration fails to concentrate. Suppose the teacher presents a problem like the following: Bought eleven volumes Emerson's works, listed at \$1.50 each, at 30 per cent. off. What did I pay for them? The one idea in this problem is to teach "per cent. off." Is it allowable to ask how many of the class have read Emerson's works, which they like best, when he lived, who his father was, etc?

A child is reading in the first reader. Is it best to ask him to count the letters in each word in order to teach him number and reading at the same time? And would it be a good idea for the teacher to explain to him the processes of printing and paper-making?

If the teacher wishes to teach him to write the word "cube" is it best to teach the cube mathematically before he tries to write the word?

We are putting these questions to teachers so that they may be led to think about this "new idea," and prevent their doing just the opposite of what is meant. We are certain that there are conditions under which each question might be answered affirmatively. Do such conditions exist in your school?

LEND A HAND.

[This department is conducted by Mrs. E. E. OLCOTT.]

“Look up and not down
Look forward and not back
Look out and not in;
Lend a hand.”

ARE WE CRITICAL?

For earnest fellow-teachers to “lend a hand” to each other is a pleasant privilege. Where do we need help? Answers rush to the lips: “How shall we best teach penmanship?” “Give us a good method in spelling.” “How shall we secure good results in language work?” “Tell us how to get rapid, accurate work in numbers,” etc., etc.

Let us turn aside from all these in which the pupils have so large a share, and direct our attention more particularly to ourselves, to our needs—shall I say our shortcomings?—outside of the school room.

A lecturer once averred, “I would rather come before any other audience than a large body of teachers. They are so unresponsive. They are attentive and doubtless appreciative, but they give me the feeling that they are listening to a recitation, mindful of inaccuracies, and judicious in their applause, lest they encourage the speaker unduly. They do not enthusiastically join me in flights of fancy, but follow me at a decorous distance, weighing my words and asking ‘what is the thought value of all this?’ They are so in the habit of criticising pupils’ work that they cannot throw it off and abandon themselves to the leadership of the speaker.”

Kind reader, how much of this criticism do we deserve? Is it true that it is not easy for us to eliminate self and become absorbed in the thought of another? A part of our work is certainly to point out errors to pupils, but is there really a tendency to become habitual flaw-pickers? Can you recall incidents similar to this: Two friends met near the entrance of the Midway Plaisance. One of them, indicating a stranger who was disappearing in the crowd, remarked, “That lady is a teacher. I don’t know anything else about her, but I’m quite sure of that. She and I paused to allow a sedan chair containing two happy-faced children to pass us. I said,

impulsively, 'That will learn those children so much.' 'Yes,' she returned, pleasantly, 'it will teach them a great deal.' None but a teacher would so promptly have pointed out the incorrect use of learn. I felt as if I were marked 50 per cent."

Contrast that incident with this: Two young men, on a summer holiday, stopped at an old-fashioned farmhouse for a drink of water. The hale old farmer hospitably brought two baskets of fruit, and asked, "Which will you have; apples or p'ars?" Preferring the delicious pears, but not liking to correct his host's pronunciation, the young man wavered an instant and then said, "I'll take apples." His companion did not hesitate when the question came to him, "Which will you take?" He replied promptly, "I'll take p'ars." "Them's my ch'ice," said the old man jovially, "fill your pockets with them."

Perhaps it would not be amiss for each of us to soberly ask ourselves, "Would I have said teach or would I have said p'ars?" The same person would hardly do both. There may be discussion about voluntarily mispronouncing words, but there can be none about the kindness that prompted it in the incident cited.

We might continue to question ourselves, and ask, "Do I put people at their ease, or do they feel that I shall note each incorrect word?" "When I am talking to people, do I unconsciously explain my remarks as if my hearers could not grasp the meaning unless it were simplified?" If we do make such mistakes, how are we to become aware of it so that we may mend our ways?

It is easy to echo Theophrastus Such and say, "Dear blunderers, I am one of you. I wince at the fact, but I am not ignorant of it that I, too, am laughable on unsuspected occasions." But how shall we learn of our blunders? Who may safely mention them to us? Who would be thanked for saying privately, "Your school needs more life, more vim; the order is beautiful, too beautiful; there is more order than anything else." Or, "Your school has too much rush and drive, not-a-minute-to-spare-for-anything atmosphere, every one seems hurrying, scurrying, with what Tourgee calls an American air of 'I must not miss the ferry for it will be seventeen seconds before another arrives.'" Or, "You speak

too low; often your pupils do not hear your explanations. They copy you, and their recitations cannot be heard across the room." Or, "Your voice is too loud; persons passing your door can hear you; your pupils speak in rasping tones." Who will dare mention it to you, "It is better to have several school dresses and not wear one completely out before appearing in another; there are cobwebs in the corner, dust on your desk and scraps of paper on the floor?" Yes, we know we are blunderers, but again we say, with Theophrastus Such, "Though I am not averse to finding fault with myself, and conscious of deserving lashes, I like to keep the scourge in my own discriminating hand."

If the superintendent felt that he could make certain personal suggestions to us, without meeting resentment in return, we might catch some of the little foxes that spoil the vines.

DESK WORK—A GAME OF WORDS, II

The children were so interested in arranging words alphabetically, that the teacher tried another plan. She assigned certain paragraphs, sometimes a whole lesson, the words of which were to be arranged alphabetically. To mark it she simply wrote the alphabet on the blackboard, and asked, "How many A's?" Some pupil gave the number of words beginning with A he had written, and she placed the figure representing that number by the A on the blackboard. If others had found a larger number, there was a vigorous waving of hands. If it was doubted that a child had found as many words as he claimed, then he was called on to read his list. Otherwise merely the number was given. Those who had less than the right number marked it with a cross to show a mistake. Each letter was taken in turn this way. Pupils whose slates were correct were rewarded by showing them to the teacher or proudly writing their names on the blackboard. It was considered a game and enjoyed as such.

The following is a lesson from one of the alphabet cards and the words as they appeared after the pupils arranged them:

Z.

Z is the last letter in these cards. It is called Zed, too.

We do not use it much, for there are so few words which have it in. We could not spell zigzag if we did not have a Z. Now say good-bye to Z, for you will not see it on this card again.

FOR ARBOR DAY.

1. READING—

Let us hope also that Arbor Day will teach the children under the wise guidance of experts, that trees are to be planted with intelligence and care, if they are to become both vigorous and beautiful. A sapling is not to be cut into a bean-pole, but carefully trimmed in accordance with its form. A tree which has lost its head will never recover it again, and will survive only a monument of the ignorance and folly of its tormentor. Indeed, one of the happiest results of the new holiday will be the increase of knowledge which springs from personal interest in trees.

This will be greatly promoted by naming those which are planted on Arbor Day. The interest of children in pet animals, in dogs, squirrels, rabbits, cats and ponies, springs largely from their life and their dependence upon human care. When the young tree is also regarded as living and equally dependent upon intelligent attention, when it is named by vote of the scholars and planted by them with music and pretty ceremony, it will also become a pet, and a human relation will be established. If it be named for a living man or woman, it is a living memorial and a perpetual admonition to him whose name it bears not to suffer his namesake tree to outstrip him, and to remember that a man, like a tree, is known by his fruits.

Trees will acquire a new charm for intelligent children when they associate them with famous persons. Watching to see how Bryant and Longfellow are growing, whether Abraham Lincoln wants water, or George Washington promises to flower early, or Benjamin Franklin is drying up; whether Robert Fulton is budding, or General Grant beginning to sprout, the pupil will find that a tree may be as interesting as the squirrel that skims along its trunk, or the bird that calls from its top like a muezzin from a minaret.—*George William Curtis in Harper's Magazine.*

2. RECITATION Somebody's Knocking

There's somebody knocking. Hark! who can it be?

It's not at the door! no, its in the elm tree.

I hear it again; it goes *rat-a-tat-tat!*

Now what in the world is the meaning of that?

I think I can tell you. Ah, yes! it is he;

It's young Master Woodpecker, gallant and free.

He's dressed very handsomely (*rat-a-tat-tat*).

Just like a young dandy, so comely and fat.

He's making his visits this morning, you see;
Some friends of his live in that old elm tree;
And, as trees have no door-bells (*rat-a-tat-tat*),
Of course he must knock; what is plainer than that?

Now, old Madam Bug hears him rap at her door;
Why doesn't she come? Does she think him a bore?
She stays in her chamber and keeps very still.
I guess she's afraid that he's bringing a bill.

"I've seen you before, my good master," says she;
"Although I'm a bug, sir, you can't humbug me.
Rap on, if you please! at your rapping I laugh!
I'm too old a bug to be caught with your chaff."

—*The Nursery.*

3. RECITATION - - "When the Green Gits Back in the Trees."

In the spring when the green gits back in the trees,
And the sun comes out and stays,
And your boots pull on with a good tight squeeze,
And you think of your barefoot days;
When you ort to work and you want to not,
And you and your wife agrees
It's time to spade up the garden lot—
When the green gits back in the trees,
Well, work is the least of my ideas
When the green, you know, gits back in the trees.
When the green gits back in the trees and the bees
Is a-buzzin' aroun' agin
In that kind of a "lazy go as you please"
Old gait they hum roun' in;
When the ground s all bald where the hayrick stood
And the crick's riz, and the breeze
Coaxes the bloom in the old dogwood,
And the green gits back in the trees—
I like, as I say, in such scenes as these,
The time when the green gits back in the trees.
When the whole tail feathers o' winter time
Is all pulled out and gone,
And the sap it thaws and begins to climb,
And the sweat it starts out on
A feller's forrerd, a-gittin' down
At the old spring, on his knees—
I kind o' like, jes' a-loaferin' roun'
When the green gits back in the trees—
Jes' a-potterin' roun' as I-durn-please,
When the green, you know, gits back in the trees.

—*James Whitcomb Riley.*

4. RECITATION

Forest Song

A song for the beautiful trees,
 A song for the forest grand,
 The garden of God's own hand,
 The pride of His centuries.
 Hurrah for the kingly oak,
 For the maple, the forest queen,
 For the lords of the emerald cloak,
 For the ladies in living green!

For the beautiful trees a song,
 The peers of a glorious realm,
 The linden, the ash, the elm,
 So brave and majestic and strong.
 Hurrah for the beech tree trim,
 For the hickory staunch at core,
 For the locust, thorny and grim,
 For the silvery sycamore.

A song for the palm, the pine,
 And for every tree that grows,
 From the desolate zone of snows
 To the zone of the burning line.
 Hurrah for the warders proud,
 Of the mountain-side and vale!
 That challenge the lightning cloud,
 And buffet the stormy gale.

A song for the forest aisled,
 With its gothic roof sublime,
 The solemn temple of Time,
 Where man becometh a child,
 As he lists to the anthem-roll
 Of the wind in the solitude,
 The hymn that telleth his soul
That God is the Lord of the wood.

So long as the rivers flow,
 So long as the mountains rise,
 May the forests sing to the skies
 And shelter the earth below.
 Hurrah for the beautiful trees!
 Hurrah for the forest grand!
 The pride of his centuries,
The garden of God's own hand.

—W. H. Venable.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

THE Indiana Journal for Indiana teachers.

EDITORIAL.

TRUSTEES VS. MERCHANTS AS BOOK-SELLERS.

The trustees at their State meeting held in the Christmas holidays passed the following resolution: "We ask, in the interest of the people, for the repeal of that part of the school-book law which provides for the payment of a commission to book dealers out of the special school fund for the handling of school books."

The School Book Law, as originally passed, provided that trustees should handle the books and supply them to the children at a stipulated price. While this plan saved a little on the price of the books it was very unsatisfactory. If the trustee carried out the letter of the law and sold the books himself, everybody who wanted a book must go to him. This would not have been so bad had the trustees always been centrally located, but as a township has only one centre while it has four corners and four sides the chances are largely in favor of a majority of the patrons having to travel three-fourths of the distance across the township in order to get even a ten-cent spelling-book or a five-cent copy-book. And when the trustee's house was found, he might be at the back part of the farm and in such case would have to stop his work, go to the house, sell the book and make the change, etc.

To avoid part of this trouble teachers were, in many instances, required to sell the books, keep the account and make reports. This, besides being an imposition on the teacher, was an imposition on the school. The "first day" of school is always a busy day and one full of perplexing duties for the teacher. Frequently the teacher is a stranger and he must learn names, must learn the classification of the school, arrange a program, classify new pupils and do many other things that every teacher knows demand special attention the "first day." Under such circumstances it is simply an outrage to require a teacher in addition to all his other exacting duties to open a book store.

In cities the books were sent to the different buildings, and the principals, on the first day of the term, when their duties are most arduous as principals, were compelled to give their entire time to the book business. In all these cases teachers are paid for their time and the pay comes out of the tuition fund, contrary to law. The JOURNAL has insisted from the first that the handling of text-books could not be done for nothing, as the law makers seemed to think and that if it was paid for it would cost less through the regular channels of trade than in any other way. Merchants who are provided with all the facilities and are devoting their time to the business, can afford to handle these books with much less cost to the people than can trustees, superintendents and teachers. Then, in addition, if the merchants handle the books, people will not have to make special trips for them but can get them when they do their other trading.

The general dissatisfaction in regard to the handling of books caused the last legislature to pass a supplemental law which provides for the

handling of the books by regular dealers. As the books had already been contracted for at a given price to be furnished in a specified manner the law provides that trustees shall pay five per cent. out of the special school fund in order to secure the handling of the books by the trade, when the contractor shall agree to pay five per cent for the same purpose. This the trustees protest against in their resolution.

The amount is but a mere pittance for each township and when the great saving in time, trouble and expense to the people is considered, it should be paid cheerfully. The present law is a step in the right direction. It should be still further amended and provide that in future letting of contracts all books shall be furnished through regular trade channels. It can be easily demonstrated that such a plan in the long run is the cheapest for the people and the most satisfactory.

THE COMMITTEE OF FIFTEEN.

At the meeting of the N. E. A. held at Saratoga in 1892, there was appointed a committee entitled the "Committee of Ten," of which President Eliot of Harvard University was made chairman. A full report of this was printed in last month's JOURNAL.

The purpose for which this committee was founded was the consideration of the various subjects constituting the studies of the secondary (or high) schools, to the end of securing a better correlation and arrangement of studies. Not only the curriculum of the secondary schools, but methods of teaching these studies were to be considered. The method of work consisted in the organization of nine sub-committees of ten, composed in each case of experts. Each sub-committee investigated the subject assigned it, considering its relative value with other subjects, as well as the best method of pursuing it. When all nine sub-committees had made written reports, the original Committee of Ten took all these reports and considered them in their proper relations, evolving finally a proposed curriculum for all secondary schools, together with a digest of the various recommendations made by the various sub-committees. The entire report has been recently published by the Bureau of Education at Washington, and it is without doubt one of the most valuable and remarkable publications of its kind ever made in the United States.

At the meeting of the Department of Superintendence of the N.E. A., held at Boston, Feb. 1893, a Committee of Fifteen was appointed for the purpose of a somewhat similar consideration of elementary education. The Committee consists of the following persons: Supt. W. N. Maxwell, Brooklyn; State Supt. A. B. Poland, New Jersey; Supt. T. M. Balliett, Springfield, Mass.; Supt. C. B. Cooper, Galveston; Supt. E. P. Seaver, Boston; Supt. A. G. Lane, Chicago; Hon. W. T. Harris, U.S. Commissioner Education; Supt. W. B. Powell, Washington, D. C.; Supt. C. B. Gilbert, St. Paul; Supt. Edward Brooks, Philadelphia; Supt. L. H. Jones, Indianapolis; Supt. A. S. Draper, Cleveland; Supt. J. M. Greenwood, Kansas City; Supt. N. H. Dougherty, Peoria, and Supt. H. S. Tarbell, Providence.

The committee has been divided into three sub-committees to consider respectively, (1) Organization of City School Systems; (2) The Training of Teachers and (3) The Correlation of Studies.

It is expected that each member of a sub-committee will hold many meetings with experts in his respective subject throughout the summer 1894; also that by correspondence he will elicit information from many with whom he can have no immediate conference. Then each member out of this mass of material, shall write a full report. This shall be forwarded to the chairman of the sub-committee. He in turn shall make a full digest of the various reports. In November the entire committee will meet in New York for a conference of several days, at which time a general report embodying the essence of the various minor reports will be made out. This final report will be read before the Department at its meeting in Cleveland, February, 1895. Should this committee be as successful in its work as its predecessor, great interest will attach to its work; since the subject matter is in this case of so much greater general interest to the large body of teachers.

We have to thank Supt. L. H. Jones for the above facts concerning the Committee of Fifteen.

TWO SAMPLE LETTERS.

I.

"FEB. 25, 1894.

"_____

"I failed to receive the February JOURNAL. Please send. _____"

II.

"FEBRUARY 27, 1894.

"_____

"Seeing that the 15th of the month is long past and that the INDIANA SCHOOL JOURNAL has not yet arrived for me, I resolve to notify you of the same. Please to remit as soon as you conveniently can. By so doing you will greatly oblige,

Yours very truly, _____"

Letter number one is composed of nine words and letter number two contains fifty words and yet the first says everything the second does. Which is best?

Do not fail to read our premium offer found on another page.

SEVERAL solutions have been received to the problem given in last month's issue but cannot be published till next month.

ARBOR DAY.—It is to be hoped that a large number of teachers are getting ready to celebrate Arbor Day, April 20. In addition to the program given last month a few supplemental recitations are given this month. Arrange to plant a few forest trees if possible.

THE COMMITTEE OF TEN in its report on page 78, makes its conference of specialists on Greek use the following sentence: "No one proposes to remove English composition from the list of school studies, and yet, if we can judge from current educational literature, men have

great difference of opinion as to the best method of teaching English composition *as well as believe that there is much poor teaching of the subject.* What is the syntax of *men have, as well as, believe?* Would it not be well for these Greeks to take a few lessons in English?

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

FARMER'S INSTITUTES, under the auspices of W. C. Latta, of Purdue University, have been a great success this year. The attendance has been larger and the interest greater than ever before. People are beginning to learn that there are good and bad ways in farming just as in school teaching, and that the better ways may be learned by all by meeting and comparing methods and results.

THE SCHOOL FUND LAW requiring the trustees to refund to the State Treasury all monies above one hundred dollars has been interpreted by the Supreme Court. The Marion County Circuit Court decided the law unconstitutional but the Supreme Court reverses the decision and holds the law binding. Since the decision, however, some new point has been raised and some newspaper articles state that when the new point is presented the court will modify its decision.

SCIENTIFIC EDUCATION was the subject of a lecture recently delivered in Indianapolis by Dr. J. M. Rice, who, last year made himself famous by a series of articles in the Forum on the city schools of the country. The Doctor is not a practical school man himself but he is a close observer and knows good teaching when he sees it and he also knows bad teaching when he sees that. In his lecture he makes the recitation the test of all good work and he describes in detail the different plans of conducting it. His illustrations of poorly conducted recitations are too old and too bad to serve the best purpose. Such examples as he gives are rare in the schools of to-day and such as all will condemn without hesitation. If he would take as examples fairly good recitations, such as his hearers conduct and can easily see, and point out the weak and unscientific steps and processes in them, his lesson would be more helpful. His model recitations are given in detail—more so than necessary—and contain valuable suggestions. He makes the three essentials of a good recitation: (1) A clear purpose as to the end to be reached; (2) A clear conception as to the logical steps necessary to reach that end; (3) A thorough review and summing up at the close so that each pupil will know and can state just what he has learned. These are certainly excellent and essential points and teachers should study them and drill upon them. The Doctor is surely mistaken, however, when he concludes that Germans are the only teachers who follow a scientific method. He certainly can find hundreds of teachers in this country who can even improve upon his German models. The lecture on the whole is full of valuable suggestions to the average teacher and will be productive of much good. The JOURNAL would be glad if every teacher in Indiana could hear the lecture.

QUESTIONS AND ANSWERS.**STATE BOARD QUESTIONS FOR FEBRUARY.**

GEOGRAPHY.—Draw a map of your county, showing its boundaries and the outlines of contiguous counties.

2. Describe the two greatest river systems of South America.
3. What is the form of government in Brazil? In Greece? In France? In Mexico?
4. What would be the probable effect on the climate of Africa if the Sahara Desert should be changed into a great inland sea?
5. What causes have contributed to the growth of New York City which might not have also operated to make Charleston, S. C., as large a city?
6. Which should be first studied, the geography of your county or the geography of Indiana? What pedagogical reasons for your answer?
7. What are the connections, if any, of the mountain systems of North America with those of South America? What resemblances or differences?
8. Draw on the same scale rough outline maps of Pennsylvania and Connecticut, so as to show relative sizes.
9. Locate Sheffield, Cape Clear, Buzzard's Bay, Mt. Shasta, Helena.
10. Locating San Antonio at the center of four concentric circles show on this diagram the direction and distances of the following cities: City of Mexico, Havana, Los Angeles, New Orleans, Santa Fe, Vera Cruz, St. Augustine.
(Answer any eight.)

SCIENCE OF EDUCATION.—1. One teacher depends entirely for results upon study induced by interest created in the subject studied; another depends upon drill, much repetition. Both have followed well-known pedagogical laws. If they have made their pupils equally successful in examination, which has accomplished most for the pupils, and why?

2. Why should problems in arithmetic give reasonable prices for commodities and state usual processes in trade, rather than fanciful prices and processes never used in business?

3. What advantages in general culture do you expect from the practice of having pupils repeat the substance of what they read? What precautions are necessary to insure these advantages?

4. In what work of the school is a knowledge of the physiological and psychological conditions of sense-perceptions of the most worth?

5. Why should a pupil be led to take a part in his own government in school, rather than be governed by the arbitrary will of the teacher?

ENGLISH GRAMMAR.—1. In what respects are the adverb and adjective alike? How different?

2. Compare and contrast prepositions and conjunctions.
3. Compare and contrast infinitives and participles.
4. Analyze: Whom should I obey but thee?

5. Parse *whom* and *thee*.
6. What value has diagramming in grammar work?
7. What adverbial ideas may be expressed by clauses? Write original sentences to illustrate four of these.
8. State the use of *innocent* and *sick* in the following sentences:
 - (a) This man seemed innocent.
 - (b) I know him to be sick.
9. Which is correct, "Not all that glitters is gold," or "All that glitters is not gold." Why?

10. "And now abideth faith, hope and charity, these three, and the greatest of these is charity." What is the use of the words *these three*?

U. S. HISTORY.—1. Give the true reasons for the settlement of Maryland. Of Georgia. Give the name of the founder of each, and state the character of the colonists brought over by each founder.

2. Bound the territory of the United States as it existed at the adoption of the Constitution, and state what acquisitions have been made since and how they were obtained.

3. Give the chief provisions of the Omnibus Bill and state who was its author and when it was passed.

4. Name and describe briefly three important naval battles, one in each of three different wars.

5. Name ten important newspapers published in the United States, and state where each is published. Name ten noted American authors and mention a work of each.

ARITHMETIC.—1. State briefly (a) how you would commence giving instruction in arithmetic to little children, and (b) what powers of mind you would seek to exercise in these first lessons?

2. The circumference of the hind wheel of a carriage is 9 ft. 2 in. and the fore wheel 7 ft 9 in. How many times does each wheel turn in traveling 9 miles 220 rods?

3. What will it cost to paper the walls and ceiling of a room 24 ft. long, 16 ft. wide and 14 ft. high, each roll of paper being 8 yards long and 18 inches wide, and costing 25 cents?

4. How shall I mark a watch that cost me \$30 so as to fall 20% from the marked price and still make 25%?

5. If $\frac{3}{5}$ of the cost price equals $\frac{1}{4}$ of selling price, what is the gain or loss per cent.

6. If 8 men reap 36 acres in 9 days, working 9 hours per day, how many men will it take to reap 48 acres in 12 days, working 12 hours per day. Solve by proportion.

7. A horse tied to a stake by a rope can graze to the distance of 40 feet from the stake. Over how much surface can he graze?

READING.—1.

"Can it be?

Matter immortal? and shall the spirit die?

Above the nobler, shall less noble rise?

Shall man, alone, for whom all else revives,

No resurrection know? Shall man, alone,

Imperial man! besown in barren ground,

Less privileged than grain, on which he feeds?"

—Young.

1. Who wrote this extract? In what country did he live? 15
2. What is the subject of this extract? 10
3. What is the general character of the author's argument? 15
4. Do you consider the conduct of the argument a correct and proper one? Why? 20
5. Why does the author say Imperial man? 15
6. What seems to you the strong point in the last part of the argument? Why? 35

- PHYSIOLOGY.—1. What is the relation between blood and lymph?
2. Describe the nervous tissues. How are they distributed?
 3. What is the structure and function of the elbow joint?
 4. Define anatomy.
 5. Give the process an egg undergoes to prepare it for the ultimate act of assimilation.
 6. What are the uses of the peristaltic motions of the intestines?
 7. What is heredity?
 8. Describe the two layers of the skin. (Answer any six)

WEBSTER—BUNKER HILL MONUMENT.—1. Give a brief history of the battle of Bunker Hill.

2. Give the history of the monument.
- 3, 4, 5. Give a synopsis of the oration.
6. What did Webster mean when he said, "The last hopes of mankind, therefore, rest with us?"
7. Why did Webster consider the Revolution of South America among the great events of his time?
8. What did Webster say about knowledge?
9. "The powers of government are but a trust." What did Webster mean?
10. What did Webster say in regard to the preparation of the American people for self-government?

ANSWERS TO PRECEDING QUESTIONS.

GEOGRAPHY.—2. The two greatest river systems of South America are the Amazon and the La Plata. For description see text-book.

3. Brazil—republic; Greece—kingdom; France—republic; Mexico—republic.

4. The southern part of the Barbary States would be subject to much rainfall; other bordering countries would be much benefited in climate and many lines of commerce would soon be established connecting the different points of trade.

5. A fine harbor is the only great advantage that is common to each. Many other things favor New York, such as climate, location in line of commerce, northern energy, etc.

6. Study the county first because it is within the pupil's observation and experience; in doing this the teacher will follow the pedagogical principle of going from the known to the related unknown.

7. South America like North America has the greater highland par-

allel with the western shore and the less with the eastern. In North America the bulk of the uplifted land surpasses that of South America, it being twice as broad and much longer. A slight elevation of land extends irregularly through the isthmus of Panama, thereby connecting the Andes with the Rockies.

SCIENCE OF EDUCATION.—1. The one who created an interest; for a pupil in whose mind has been implanted a desire to know will seek knowledge throughout his whole life time, while a pupil who has been simply drilled will add to his knowledge little or nothing after his school days are over.

2. Because such prices are in the line of practical life and give the pupil an idea of the average value of many things, itself an important item of knowledge; and processes outside of the necessary ones are of no value except as a mental discipline, which, usually, can be gained in a more profitable way.

3. There is no other capability so useful and so honored as that of being able to tell what we know in good English and in a pleasant style. In training for this power, pupils must be carefully criticised in language, and must not be given work at any time that is too difficult; and the teacher must see if their interpretation of the thought is correct.

4. In the first four years of the child's school life.

5. For his future good. In after life he will be under his own guidance, and if he is placed in his school life where he will be repeatedly called upon to exercise self-control, such a habit, well fixed, will be of priceless value to him.

GRAMMAR.—1. The adjective and the adverb are alike in the following points:—(a) Both are modifying elements; (b) many of each are subject to inflection (comparison.) They differ in the nature of their modification, the adjectives being used to denote kind, number, appearance, quality or condition, while the adverb is used to denote time, place, manner, etc. The adjective is used with only one class of words, substantives; while the adverb is used to modify verbs, adjectives and adverbs.

2. The preposition and conjunction are alike in that neither is inflected. Their offices are very different—the preposition shows relation, the conjunction joins elements.

3. The infinitive and the participle are both used as a noun or as an adjective; but only the infinitive is ever used as an adverb. The infinitive is preceded by "to," expressed or understood; the participle is not. They are both forms in a complete conjugation. Each expresses action or being relative to some agent or actor.

5. The questionable part is "but thee." It may be called a prepositional phrase modifying "obey;" or, "but" may be called a conjunction joining the understood proposition (I should obey) "thee," to the principal proposition.

6. "Whom" is governed by "obey;" "thee" is either the object of

the preposition "but," or the verb "obey" understood. (See answer to 4.)

6 It aids the understanding by affording a visible representation of relations, modifications, etc.

7. Time, place, cause, manner, degree, condition, purpose and concession

8. "Innocent" is an adjective complement and is used to express an attribute of the subject; "sick" is an adjective complement and is used to express a condition of the person represented by "him."

9. The first is correct because the thought that is expressed is clear and the statement logically true. The latter is incorrect because the thought is confused, and the statement untrue; for when we interpret it as expressed, we have the idea that in the whole round of things that glitter, gold is not one of them.

10. These words are used to give unity to the ideas, strength to the thought and closeness to the relation. Grammatically, 'three' is in apposition with "faith, hope and charity," being used substantively.

U. S. HISTORY. - 1. The first settlement in Maryland was established as a refuge for Catholic pilgrims; really, as a place where all creeds might have freedom of worship. Leonard Calvert brought over about 300 persons consisting of Catholics and Protestants, the latter greatly outnumbering the former

The first settlement in Georgia was established as a refuge "for the unfortunate of every name," by Gen. James Oglethorpe. It was also established as a defense against the Spaniards of Florida. Oglethorpe's colony was made up chiefly of men who had been prisoners for debt.

2. On the north by the Great Lakes, St. Lawrence River and the present boundary of New York, Vermont, New Hampshire and Maine; on the east by the Atlantic; on the south by East and West Florida; on the west by the Mississippi River.

The acquisitions have been (a) Louisiana, 1803, by purchase; (b) Florida, 1821, by purchase; (c) Texas, 1845, by annexation; (d) Oregon, 1846 by treaty; (e) Mexican Cession, 1848, by treaty; the Gadsden purchase, 1853; and Alaska, 1867, by purchase.

3. The "Omnibus Bill" provided for:—(a) Fugitive Slave Law; (b) the admission of California free; (c) the admission of new states legally formed by the division of Texas; d) Utah and New Mexico to be organized as territories without the mention of slavery; (e) the claims of Texas to New Mexico to be bought by the United States for ten million dollars; (f) the abolition of the slave trade in the District of Columbia. Henry Clay was its author and it was passed in 1850

4. The Bon Homme Richard and the Serapis (see Text-Book, § 183); the Constitution and the Guerriere (§ 228); the Alabama and the Kearsarge (§ 347.)

5. Commercial Gazette, Cincinnati; the Indianapolis Journal and the Sentinel; New York World; New York Tribune; Chicago Herald; Chicago Inter-Ocean; St. Louis Globe Democrat; New Orleans Picayune; Atlanta Constitution; Brooklyn Eagle; Philadelphia Press.

O. W. Holmes—The Autocrat; Bancroft—History of the United States; Emerson—Conduct of Life; Hawthorne—Marble Faun; Irving—Sketch Book; Fiske—Civil Government of the United States; Lew Wallace—Ben Hur; Longfellow—Evangeline; Whittier—Snow Bound; Eggleston—Circuit Rider; Lowell—Biglow Papers.

ARITHMETIC.—1. By showing them groups of objects and by leading them to count the objects; then, by leading them to tell at a glance the number of objects in a group; next, by separating the group into smaller groups, the child reciting the result in each case. The powers of the mind to be exercised are observation (perception), memory and the understanding.

2. Answer, 5580; 6600.

3. Answer, \$10.44 $\frac{1}{2}$.

4. Answer, \$125.

5. Since $\frac{2}{3}$ of the cost price = $\frac{1}{2}$ selling price, the cost price (100%) = $\frac{2}{3}$ of the selling price; hence, $\frac{1}{2}$ of the selling price = $16\frac{2}{3}\%$; and $\frac{1}{3}$ of the selling price = $83\frac{1}{3}\%$; the loss is $16\frac{2}{3}\%$.

6. Answer, 6 men.

7. Answer, 5026.56 sq. ft.

READING.—1. Young; England.

2. The immortality of the soul.

3. That if matter is immortal, (that is, indestructible) surely spirit (or soul) is, for it is the "essence of man."

4. The "conduct" of the argument is correct and proper, for it is in accordance with the survival of the fittest.

5. Because man is lord of all the earth by the laws of nature and by scripture; therefore he is imperial.

6. For the common grain there is a type of resurrection; grain is subservient to man, is for his use; shall man, a higher type of life, be denied the privilege of a resurrection?

PHYSIOLOGY.—1. After the tissues have selected from the blood the elements that will build them up, the *surplus* left together with the *product* formed from the worn-out cells constitute the fluid called *lymph*. (Read page 84, advanced text-book.)

2. There are two kinds of nervous tissue, the white fibrous and the gray cellular. The former is found in the inner part of the brain, the outer part of the spinal cord and in the nerves generally. The latter is found in the outer part of the brain, the inner part of the spinal cord and the ganglia generally.

3. See text-book, page 60 and other works. The function is to allow hinge motion at the elbow and rotary motion at the wrist.

4. Anatomy is that science which treats of the size, form, position and structure of the organs.

5. An egg is chiefly albumen and fat. The albumen is completely digested in the stomach by the gastric juice and is changed to albuminose. The fatty portion passes on into the intestines, where it is acted on by the pancreatic juice aided by the bile. It becomes changed to an emulsion.

6. To propel the contents onward and to mix them with the various digestive juices.

7. Heredity is the "biological law by which living beings tend to repeat their characteristics in their descendants." (See dictionary.)

8. See pages 194 and 195 of text-book.

MISCELLANY.

PRESIDENT HARPER.

Born in New Concord, Muskingum county, O., in 1856, Dr. Harper is now President of the University of Chicago. He is of Scotch-Irish ancestry. At the early age of ten years he entered Muskingum College, where, four years later, he received the degree of B. A., delivering the Commencement Day oration in Hebrew—a rather notable performance for a fourteen-year-old lad. For the next three years he remained at home.



At seventeen, he went to New Haven, where he entered the graduate department of Yale College, and after two years, chiefly devoted to the study of Indo-European languages, he received his degree of Ph. D.

It was while he was pursuing these studies at Yale that Dr. Harper became acquainted with Professor Rogers, of Dennison University, Granville, Ohio, and when a little later Mr. Rogers entered a pastorate, Dr. Harper was appointed to fill his place in the college. For four years he held the position of Principal of the preparatory department at Granville, giving instruction

WILLIAM RAINEY HARPER, Ph.D.

during this time in Greek and Latin. This personal experience of the capabilities and needs of students in their preparatory work, laid a good foundation for Dr. Harper's subsequent teaching and writing.

In 1879, Dr. Harper was elected professor of Hebrew and the cognate languages in the Baptist Theological Seminary at Morgan Park, Ill., which position he held until called to Yale University, in 1886, to become a Professor in Semitic languages in the graduate faculty of that institution. Three years later he was, in addition, chosen Woolsey Professor of Biblical Literature. While engaged in these labors, he added to his other duties that of instructor in Hebrew of the Yale Divinity School.

In 1880, he instituted the Hebrew Correspondence School; in 1884, the

Institute of Hebrew, which included the leading instructors in Hebrew in the country; in 1875, too, he issued his "Elements of Hebrew and Hebrew Vocabularies," and afterward his "Hebrew Method and Manual," and his "Elements of Hebrew Syntax." He started, in 1883, the "Hebrew Student," a periodical which is still continued under the name of the "Old and New Testament Student," for general readers. A year after establishing the "Hebrew Student," he began the issue of "Hebraica," a journal designed only for students, and the only one of its kind printed in English. Nearly one-half its circulation is taken by scholars in Europe. For a number of years Dr. Harper has taken an active interest in the Chautauqua movement, having been principal of the Chautauqua College of Liberal Arts since 1885.

The appearance, in 1888, of an "Inductive Latin Method," by Professor Harper and Isaac B. Burgess, A. M., instructor in the Boston Latin School; and the "Inductive Method in Greek," in the same year, by Professor Harper and Wm. E. Waters, Ph. D., of the University of Cincinnati, marked a new departure in elementary methods of instruction in these languages, which is far-reaching in its consequences. Active and progressive teachers of Latin and Greek have everywhere welcomed these books as embodying the true principles of classic instruction, while those who have been fortunate enough to come under the spell of Dr. Harper's own personality in his college work, his summer schools, or his correspondence schools, have used the books with the greatest enthusiasm.

President Harper believes that his "Inductive Latin Primer," the latest work of his classic series, will present no difficulties to any teacher of Latin, whether previously familiar with the method or not. It extends and completes the work suggested in the "Inductive Method." In the latter much is left to be supplied by the teacher's own originality; in the "Primer" the details of each lesson are more fully wrought out, and hence teachers of less experience or with a less perfect knowledge of the language find the "Primer" better adapted to their needs. Its rate of progress is more gradual, and hence the lessons are easier to both pupil and teacher.

President Harper is a man of solid build, a trifle above the middle height, the possessor of a bright, sympathetic face, a clear, resonant voice, and an engaging personality. His pupils are not only his enthusiastic followers, but his admirers and friends. He ascribes his wonderful success as an instructor, however, not to his own individual ability, but to the educational value of his method.

A NEW RULE.

A new rule, discovered by L. L. Smith of Springville, Ind., for finding the rate per cent. in compound interest, when the principal, time and amount are given.

Multiply the principal by the amount, raised to a power one less than the number of years; extract that root of this product whose exponent

is equal to the number of years. Subtract this root from the amount and divide the remainder by this root, the quotient will be the rate per cent.

$$\text{Formula for the rate, } r = \frac{a - \sqrt[p]{p a t - 1}}{\sqrt[p]{p a t - 1}}$$

$$\text{Formula for the principal, } p = \frac{(a - i)^3}{a^2}$$

$$\text{Formula for the last interest, } i = a - \sqrt[p]{p a t - 1}$$

Formula for the amount, $a = pr^3 + 3pr^2 + 3pr + pr$ for three years.

$$a = pr^4 + 4pr^3 + 6pr^2 + 4pr + pr \text{ for four years.}$$

Mr. Smith obtained the above rule and formula from the solution of problem 20, page 182, Ray's Algebra, II part and gave the result to the writer.

QUINCY SHORT.

A PREMIUM WITHOUT MONEY.

A PREMIUM without money—just a little trouble. To any subscriber to THE JOURNAL who will send a new subscriber to THE SCHOOL JOURNAL, or a renewal of an old one, and \$1.25, we will send:

1. "*The Evolution of Dodd*," the most popular and the most instructive pedagogical story ever written. The book is the history of the education of a boy; and the description and discussion of the home and school influence are not only highly entertaining, but very suggestive to a thoughtful teacher. It is a book on *pedagogy* written in the form of a novel.

2. Or, if preferred, will send "*Black Beauty*," which is a story intended to teach kindness to animals. It is an excellent book to read to a school.

For two subscribers and \$2.50 we will send "*A Trip Through the Columbian Exposition*." This is a series of seventy pictures of the buildings and most interesting things seen at the Exposition. It is neatly bound in cloth, and is suitable for the parlor table.

For a club of three and \$3.75 we will send "*Page's Theory and Practice*," one of the best pedagogical books ever written. The merits of this book will be conceded by all.

Here is a chance to get some good books without money and almost without price. Please act at once, as this offer stands good only till May 1.

THE Decatur Normal, located at Westport, will open its spring term April 9. J. H. Bobbitt is principal.

J. B. EVANS will open a normal and review term of school at Rising Sun. He will be assisted by W. S. Rowe.

VINCENNES UNIVERSITY has an increased attendance and is doing well under its new president, E. P. Cubberly.

INDIANA UNIVERSITY has announced a "Summer Session." For particulars address the registrar, Henry S. Bates, Bloomington.

THE GREEN COUNTY Normal will open at Worthington April 30 and close June 29. It will be conducted by W. D. Kerlin and Henry Moore.

C. L. RICKETTS, whose advertisement is on another page, sent the JOURNAL a large variety of his diplomas. The styles are in excellent taste and to suit all classes of schools.

J. B. EVANS, superintendent of the Rising Sun schools, is state agent for Lossing's Cyclopedia of U. S. History. He wants some good local agents. See his advertisement on another page.

THE Indianapolis Business University is by far the largest school of its class in the capital city and is entirely reliable. The proprietor, E. J. Heeb, makes no promise that cannot be relied upon.

THE TRI-STATE NORMAL at Angola has an unusually large number in its advanced classes. Its class in Cæsar, for example, numbers *forty-six*. This is a good indication. L. M. Sniff, A. M., is president.

THE Northern Indiana Normal at Valparaiso continues to add to its facilities and is to-day in better condition to do satisfactory work than ever before. The founder of the institution, H. B. Brown, is still at the helm.

THE Report of the Committee of Ten was the principal subject of discussion at the third annual meeting of the Harvard Teachers' Association recently held in Boston. The criticisms were with few exceptions favorable.

HAMMOND, on March 2, dedicated a very fine high school building. The exercises were interesting, indeed. Prof. W. L. Bryan, of the State University, made the principal address. W. C. Belman is the superintendent.

THE National Educational Association will not be held at Duluth as heretofore announced, the railroads having failed to give the usual reduced rates. It is likely to go east next time, but the place has not as yet been determined.

IN the recent State oratorical contest DePauw was victorious for the ninth time. DePauw has sent more representatives to the inter-state contest than any other college in any of the ten states belonging to the association. Good for DePauw.

PURDUE UNIVERSITY is offering "prize scholarships" in the department of agriculture. They afford fine opportunities for farmers' sons and daughters. For circulars giving full particulars write to the president, Jas. H. Smart, LaFayette.

THE Indianapolis High School will graduate in June a class of seventy-nine, twenty-two of whom are boys. A recent visit to this school revealed to the writer that the natural science subjects are all taught on the laboratory plan and up to the latest and best ideals.

STATE NORMAL SCHOOL—The writer recently spent a day in this school, and found the attendance large, everything moving on in the accustomed orderly way. Both teachers and students seem to be doing

their best. The new science building is enclosed and part of it will soon be ready for occupancy.

BAY VIEW, a well-known watering place, is also celebrated as the location of one of the best summer schools in the country. To recommend this school to Indiana teachers it is only necessary to state that President John M. Coulter is in charge, and R. G. Boone directs the department of methods. For particulars address John M. Hall, Flint, Mich.

THE Indiana Reform School for Boys, under the direction of T. J. Charlton, celebrates all public days. December 15 was celebrated as Indiana Day the anniversary of the admission of Indiana into the Union. The exercises were historic and patriotic. February 22nd afforded another occasion for inculcating patriotic and noble sentiments.

NEW HARMONY is fortunate in having a larger library than any other town of its size in the state. It is also fortunate in having one of the most benevolent citizens in the state. Dr. Murphy has donated a large lot and erected upon it a library building and town hall at a cost of \$18,000 at his own expense. C. H. Wood is superintendent of the schools.

COLUMBUS.—The writer recently spent a day in the Columbus schools. There being six school buildings and thirty-two teachers, of course he could not see all, but what he did see made upon his mind a favorable impression. The work he saw was all good—some of it very good—and what was still better the teachers seemed to be earnestly desirous of achieving something still better. Regular teachers' meetings are held for the purpose of study. The teachers themselves have raised a fund with which they secured a course of six professional lectures. It is now definitely determined that *more than half* the teachers will spend a part of the coming vacation in some first-class summer school. These things all indicate a healthful professional spirit, and under such conditions progress is inevitable. The school board has decided to levy a tax to the extent of the law for the establishment of a public library, and this will yield about \$1,400 a year. J. A. Carnagey is now serving his fourth year as superintendent, and is largely responsible for the progressive spirit manifested.

PERSONAL.

HENRY MOORE has charge at Newberry.

JAMES C. BRYANT is in charge of the Irvington schools.

V. E. BALDWIN is assistant principal of the Amboy Academy.

A. B. MAPLE is closing his third year as principal at Monterey.

W. A. HIGH is principal at Warren, with five teachers. Schools are running smoothly.

J. B. EVANS is superintendent at Rising Sun, with W. S. Rowe as principal of the high-school.

J. H. SCHOLL has closed his school at Brownsburg, and will spend the spring and summer at the State University in study.

JOHN A. SLATER is principal at Millgrove. He is arranging for a series of entertainments in order to raise money for a school library.

MILES K. MOFFETT, a leading teacher of Fayette county, has received the Republican nomination for county clerk, and is sure to be elected. Good.

WM. V. TROTH has closed his school at Wheatland, and will spend his summer on the farm near Vandalia. Next year he will have charge of the Bicknell schools.

W. D. KERLIN, is superintendent of the Worthington schools. Owing to increased attendance upon these schools three new teachers will be required next year.

STATE SUPT. H. D. VORIES is busily engaged in getting out a new edition of the school law, with all decisions, interpretations and comments brought down to date.

L. H. JONES, superintendent of the Indianapolis schools, represented Indiana at the national superintendents' convention held at Richmond, Va., in the latter part of February.

C. H. WOOD has been unanimously elected for a fourth year as superintendent of the New Harmony schools. Mrs. Wood has been just as unanimously elected principal of the high-school.

REV. E. A. DEVORE, a member of the faculty of Union Christian College, was recently nominated for the office of Superintendent of Public Instruction by the state Prohibition convention.

J. C. EAGLE is now closing his seventh year as superintendent of the Shelbyville schools. He reports the hearty co-operation of patrons, teachers and school board, and all things moving toward the ideal standard.

J. B. WISELY, a graduate of the Indiana State Normal School, but now a member of the faculty of the St. Cloud Normal School, Minnesota, has recently published a grammar which is receiving some high commendations.

C. W. MCCLURE, formerly of Indiana, but now superintendent of the Oxford, O., schools, together with his eight teachers, recently spent two days visiting the Indianapolis schools. Mr. McClure expresses himself well pleased with his new position.

JAMES H. HENRY, superintendent of the Wabash schools, will be a candidate before the Republican convention for the office of State Superintendent. It will be remembered that on two previous occasions Mr. Henry secured this nomination.

EDWARD BARRETT, late principal of the Cartersburg schools, is now thoroughly established as assistant superintendent of the Reform School for Boys at Plainfield. Bro. Charlton reports him as doing first-class work—just what we expected.

JOSEPH CARHART, who a few years ago resigned a professorship in DePauw University to accept the presidency of the Minnesota State Normal School at St. Cloud, recently gave a lecture on "Idealism," which has been printed in the Normalia, a paper representing the normal school. The lecture is a good one.

GEORGE P. BROWN, editor of the Public School Journal, whose serious illness we announced sometime ago, is still an invalid, but is now on the road to recovery. His friends will be sorry to learn that he has lost the use of one of his eyes. He has been spending some time in California, but hopes to be soon at the helm of his paper.

JEROME ALLEN, for many years editor of the New York School Journal, and at present one of the faculty of the New York College of Pedagogy, suffered a stroke of paralysis January 2, and has not been able to do any work since. He hopes to be able to resume work again next school year. Dr. Allen has a host of friends scattered all over this country who will be rejoiced to learn of his speedy and complete recovery.

J. C. BLACK, for several years past superintendent of the Michigan City schools, is spending this year in the College of Pedagogy, New York City. This is a school of a high order, and is intended for post graduates and experienced teachers and superintendents. Mr. Black will take his degree in June. He is already a graduate of our State Normal School, and has had at least ten years of successful experience as superintendent of city schools. It is to be hoped that he will find a good position and return to Indiana.

CALEBS. BRAGG, for many years the head of the well-known book publishing house of VanAntwerp, Bragg & Co., died suddenly, March 8, on a train while en route from New York to Cincinnati. For many years Mr. Bragg was, perhaps, the best-known book man in the United States. He was universally regarded as one of the ablest men in the country in his line of business. His son C. C. Bragg is now the New York manager of the American Book Company.

BOOK TABLE.

THE FARMER'S GUIDE, published at Huntington, is a most excellent agricultural paper and is furnished at the very low rate of 50 cents a year.

LITTELL'S LIVING AGE continues to come filled with the best articles from the English Magazines. It gives its readers the cream of current English literature.

THE FORUM is devoted largely to the discussion of the live questions of the day. The Income Tax, which is just now commanding attention throughout the country is ably treated in the March issue. Only the ablest writers are asked to contribute articles, so the reader gets only the best.

THE DAWN, published by the second year pupils of the Indianapolis high school, No. 1, is a real work of art. The issue of March 1 is devoted to the life and writings of Sarah T. Bolton, the poet. The work was supervised by one of the teachers, Miss Charity Dye. "The Dawn" reflects credit upon both teacher and pupils.

HENRY OF NAVARRE AND THE HUGUENOTS OF FRANCE by P. F. Willert, M. A., Fellow of Exeter College, Oxford. Published by G. P. Putnam's Sons, New York. This is one in that excellent series, "Heroes of the Nations," published by the Putnams. Henry of Navarre, the hero of Protestant France, received just consideration at the hands of Mr Willert. While giving all due credit to the good qualities displayed by this eminent sovereign, he does not make him faultless. His failings are just as truthfully portrayed as his virtues and in the summing up, after balancing his merits and his failures, the author asserts that it is not without reason that of all the kings who have occupied the French throne, Henry of Navarre still retains the first place in the memory and affection of his people. To the reader who desires a faithful and interesting description of the early Protestant church in France, this book will be especially helpful. If an impartial account of the sufferings and persecutions of the Huguenots is desired, there can be found in these pages well-weighed words whose truthfulness is confirmed by contemporary history. The book will be a valuable acquisition to any library. Price, \$1.50.

THE TRUE GRANDEUR OF NATIONS, an oration delivered by Charles Sumner, July 4, 1845, before the authorities of the city of Boston. Published by Lee & Shepard, Boston. This oration, at the time it was given, attracted notice both at home and abroad. A separate edition appeared at London and four or five editions appeared in our own country. Gov. Andrews of Massachusetts, in a letter to Mr. Sumner regarding this oration, thanks God "that here in the city of Boston one has at last stepped forward to consecrate to celestial hopes the day—the great day—which Americans have at best, heretofore, held sacred only in memory." The true grandeur of nations, Mr. Sumner asserts, is not WAR, even if through such an agency Rome became proud mistress of the world, but gentle, white-winged PEACE. War is the last reason of kings, it is no reason of our republic. "The future chief of the Republic, destined to uphold the glories of a new era, unspotted by

human blood, shall be first in peace, first in the hearts of his countrymen." The book has been prepared for supplementary reading in high schools and academies. It is neatly bound in cloth and can be purchased for 75 cents.

THE STANDARD DICTIONARY.—The Funk & Wagnalls Company, of New York, have issued Volume I, of their "Standard Dictionary of the English Language." On its title page it is represented as "a standard dictionary of the English language, upon original plans designed to give, in complete and accurate statement, in the light of the most recent advances in knowledge, and in the readiest form for popular use, the meaning, orthography, pronunciation and etymology of all the words and the idiomatic phrases in the speech and literature of the English-speaking people." The claim is made good by the contents of the work. To begin with, it will contain at least 50,000 more words and terms than any other dictionary extant. Worcester contains 105,000 words; Webster's International, 125,000; the Century Dictionary 225,000, while the Standard will contain about 280,000. The excess represents words and terms which have never appeared in any other dictionary of the English language. Some of these are already sanctioned by good usage, while others are of recent coinage and are still knocking at the door for admission. The desire to extend the vocabulary has led to the admission of some words of doubtful legitimacy, but the list of new words of recognized standing is very long. In the matter of definitions, the most common meaning of a word is given first, and other meanings in order of usage; the obsolescent and the obsolete meaning and the etymology being given last. The definitions are remarkably clear and satisfactory. Comparatively little space is given to the etymology of words. The quotations used to verify or illustrate the meanings of words are located in every instance by giving not only the name of the author, but the work, volume, chapter and page where the quotation occurs. The work contains nearly fifty thousand quotations, every one of which is thus located. If a word is pronounced variously, the first pronunciation given is the one preferred by the Standard Dictionary and this is followed by pronunciations preferred by other dictionaries. In the spelling of geographic names, the editors of the Standard, who embrace many philologists and men of letters, have followed the decisions of the United States board on geographic names. An immense amount of learned labor has been put into the preparation of the work. It will be issued in a single volume and also in a double volume edition, the former costing \$12 or \$16, and the latter \$15 to \$20 according to binding.

BUSINESS NOTICES.

HOW TO INCREASE YOUR SALARY.—Any lady teacher with little effort can increase her salary from \$50 to \$100 per year. How? By sending us a full account of all vacancies which come to her knowledge. The information is of value to us and to the teachers registered with us, therefore we will pay for it. Upon receipt of report we will write the authorities and obtain permission to recommend teachers. The fact of your writing will be held strictly confidential. If the report proves correct, (it being the first report to reach us) and if we fill the vacancy, we will pay you \$5. You can easily report 40 or 50 positions during the season and we can fill from 10 to 20 of them, making an increase to your income from \$50 to \$100. We will also give you credit for \$1 toward a membership in our association, for the first five correct reports of vacancies. This offer is made especially to lady teachers, as they above all others most need additions to their incomes. It is not open to any superintendent who would consider it a bribe. We use our knowledge of coming vacancies for the good of the teachers and to make money.

If any lady teacher desires to do the same in a small way and will send us notices early, it benefits us and many fellow teachers who will thus be enabled to find "just the right position." Address, **THE TEACHERS' COOPERATIVE ASSOCIATION**, 6034 Woodlawn Ave., Chicago. 4-tf

BE sure to read Z. E. Booe's advertisement, \$5.00 free, found on another page.

SPECIAL attention is called to the advertisement of the Indianapolis Business University on the 2nd cover page. Read it.

FOR SALE — Centuries 1884 to 1891 complete. Contains Life of Lincoln, War Papers and Kennan on Life in Russia. Price, \$7.50. Address J. F. Unger, Peru, Ind. 4-1t

TEACHERS wanting employment for the summer should address P W. Ziegler & Co., Box 1667, Philadelphia, Pa., who offer great inducements for special work to which teachers are well fitted and which pays \$75 to \$100 per month. 4-1t.

VANDALIA LINE EXCURSIONS to South, Southeast and Southwest will run on various dates from now until June 5th, 1894, inclusive. *One fare round trip.* Call on or address any Vandalia Line Agent and ask for information contained in Circular No. 327 of January 20th, 1894. 3-3t

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

INDIANA KINDERGARTEN and PRIMARY NORMAL TRAINING SCHOOL.— This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

B. A. BULLOCK, for several years a teacher, is now managing a commercial agency in this city and can furnish a limited number of gentlemen employment. Teachers desiring to find profitable and desirable occupations during their vacations should address with stamp for particulars, AMERICAN COLLECTING AND REPORTING ASSOCIATION, 19 and 20 Boston Block, Indianapolis, Ind. 4-2t

S. R. WINCHELL'S TEACHERS' AGENCY, 262 Wabash Avenue, Chicago.—Does not notify teachers of vacancies until they have been recommended for appointment. Aims to deal directly with the school boards, and to select one teacher who is sure to meet the requirements. Recommends no teacher whom the manager would not himself employ under the same circumstances. One registration is sufficient until a position has been secured by this agency. A local correspondent is wanted in every county where there is a high school or a college. Write for special terms. 2-tf

HOT SPRINGS, ARK.—America's great health and pleasure resort. Are you in search of pleasure? Are you a seeker after health? If so, there is one place above all others which should claim your attention. Hot Springs, Ark., "The Carlsbad of America," offers more and varied attractions to the pleasure seeker, tourist or invalid than any other place in the country, and with the present excellent facilities for reaching it via the Popular Big Four Route to St. Louis, and the well-known Iron Mountain Route, from that point, no one should miss a trip to this great resort. For full particulars call on nearest Agent of the Big Four Route, or send for illustrated pamphlets to D. B. MARTIN, General Passenger and Ticket Agent, or E. O. MCCORMICK, Passenger Traffic Manager, Cincinnati. 3-4t

ANY TEACHER who wishes to engage in a business entirely honorable and that pays well, should read the advertisement on another page of Zeb. E. Booe.

BAKER & THORNTON, of Indianapolis,
are dealers in kindergarten goods and primary supplies. Send
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THE CO-ORDINATION OF STUDIES—THE PROBLEM.*

HOWARD SANDISON, STATE NORMAL SCHOOL.

The problem is to determine the inter-relation of studies. This implies not merely their co-ordination, but also their subordination; their relative importance; the degree to which one depends upon the other. It involves the comprehension of the principle that is to bring system to the studies. The question raised, indeed, concerns itself, to a certain degree, with the continued supremacy in the course of study of those branches sometimes referred to as primal studies—reading, writing, arithmetic, etc. During many years these were not only first in time, but also, in the minds of educators, first in importance. There has, however, during the last twenty years, occurred a significant change of view in regard to the place to be occupied by such studies. There is no question that these branches of work occupy a first and essential place, but to say that a thing is necessary and primal does not carry with it the thought that it is also supreme. The question of supremacy is decided by another principle. That for which other things exist is supreme. The foundation of a house is essential and primary, yet it is not held to be the supreme thing in a house, for the reason that the other portions of the house do not exist for it. It rather exists for the superstructure, for the life and thought that are to occur in the building. Such, then, is the problem involved.

THE SOURCE OF THE PRINCIPLE.

The principle which is to shed sufficient light to settle the question as to the continued supremacy of these primal stud-

*Read at State Teachers' Association, Dec. 26, 1893.

ies—which is to bring co-ordination to the different branches—is not a principle that can be obtained from any one of the subjects. Arithmetic could not furnish this principle, because the principle is not to bring co-ordination to the different elements in that branch alone. It is to be one fitted to determine the inter-relation of all. Geography could not furnish the principle, nor could mind itself, the thing to be developed by the consideration of the various branches, if mind is to be viewed as a thing considered apart from the subjects themselves. The principle must be sought in a field wider than any one or than any group of the studies; it must be found in philosophy itself. When, however, one seeks the principle to determine the co-ordination of studies in the field of philosophy, it is at once held that philosophy can give no working principle in practical affairs. This is a too common view. It is due to the opinion that philosophy remains aloft upon the heights and never descends to examine with care the facts. This must, however, be an error; the deeper the insight the more true the observation of any fact. If one approaches a fact in order to observe it the degree of truth attained depends upon the importance of the thought in the light of which it is considered. When a man with a given range of culture discovers a given range of truth in an observed fact, a man with a wider range discovers in the same fact a greater degree of truth. Thus it is that philosophy alone is capable of furnishing a principle suited adequately to reveal the inter-relation of the studies. The opinion to the contrary, however, is very prevalent. Novalis, the young German philosopher and mystic, seems to share this view, as evidenced by this well-known expression of his: "Philosophy can bake no bread, but she can procure for us God, freedom and immortality." In asserting that philosophy can bake no bread he is understood to mean that philosophy is unable to aid us in deciding whether manual training should constitute a part of the public school course; whether the schools should have indoor or outdoor recess; whether the geography work should be mainly from books or mainly from nature; whether the ranks should pass in and out of the building in military order; whether examinations should occur monthly, and all various practical questions—great and small—pertaining to the educational problem.

In claiming that philosophy can procure for us God, freedom and immortality he sets before us a truly great contribution, for he is understood to mean that philosophy by its investigation and by the great insights with which it endows its disciple can make clear to us the existence and essential nature of God, unaided by direct revelation. In holding that philosophy can obtain for us freedom, the claim is made that its insights show man himself to involve not only the finite, but the infinite, and that, in consequence of this possession, the being to be educated is able to hold before himself the real, or finite, side, the infinite side and the relation of these, and also to discover in himself the means and power of lifting himself to his infinite nature. In other words, to discover freedom in man is to discover in the subject of education a being who combines in himself starting point, goal and means.

In procuring for us immortality, philosophy brings to us the great value of the material with which the schools deal. Certainly that which it procures for us is of high worth, even if it does not enable us to bake bread. This, however, is a critical age, and everything—political opinions, theological views and practical procedure of every kind—is summoned to the court of inquiry. Thus it must be with this statement of Novalis. Will not philosophy bake for us our bread? Is not that which is able to procure for us God, freedom and immortality fitted in all educational fields to bake our bread, and that in the most regal way? Does not a system of thought which reveals in the child freedom, self-activity, do for that educational system that deals with him the most effective kind of work, as well as the most practical? The present Commissioner of Education, in speaking of the attempts of Plato, Fichte and others to explain the categories of pure being, said: "A knowledge of these pure intelligibles will unlock the secret of the universe; it will procure for us the royal road to all knowledge; it is the far-famed philosopher's stone that will transmute all mere dross into talent." Will not a system that unlocks for us the secret of the universe and transmutes mere dross into talent bake for us our bread? Is it not eminently practical? This same distinguished educator, when speaking of the stimulus given to him and other students of philosophy by Henry C. Brockmeyer many years ago, in St. Louis, said:

"He (Mr. Brockmeyer) impressed us with the practicality of philosophy, inasmuch as he could flash upon the questions of the day, nay, upon the questions of the hour, the deepest insights of philosophy and solve their problems. The hunting of wild turkeys and squirrels became a question of philosophy. Under his influence the subject of philosophy took on in our minds a higher degree of practicality than that of any other species of knowledge. We employed its insights in solving all questions of school management and school organization. We applied its dialectic to political purposes, and decided, in its light, all questions concerning measures and men." If philosophy has this high degree of practicality does it not seem able to enter the educational world and bake for us our bread? Does it not do this in the very act of procuring for us God, freedom and immortality? Philosophy, then, is the source of the principle.

THE NATURE OF THE PRINCIPLE.

Being satisfied, then, that philosophy is to furnish the principle, the nature of the principle must be considered. In doing this we shall, like Irving, in writing the history of New York, begin with creation. Of course, in making this beginning, Irving did it with a comic intent, and, while it was truly such, it nevertheless hinted a deep truth. What New York was at that time depended on all the past. Upon the shoulders of that mighty past it stood. Everything, to a certain degree, has that same relation. We are, therefore, to go back to creation and in that way endeavor to determine the relation of the primal cause to the world of nature and of man. This primal cause, or first principle, has been held, since the day of Plato, to be a subject, a self-conscious activity. If it is subject it exists to itself as object. It is not only a self-conscious activity, but it is absolute. An absolute finds itself revealed in every existence in the universe, and finds in those existences nothing but itself revealed. This first principle, in being a self-conscious absolute, is a perfect intelligence. It cannot be an intelligence which constructs an ideal, and then, after a certain period of time, through a series of endeavors, brings this ideal into reality. To be such an intelligence would argue imperfection.

This first principle is, therefore, an activity in which intelligence and will are one. This being the case, for the primal

cause to think itself is to will itself. Not only are intelligence and will one, but will and power are one. This is recognized for us in Genesis in the expression: "God said, Let there be light, and there was light." It is not meant that God said, Let there be light, and then, after a certain period of time by means of various further acts, light existed, but that to think the existence of light was to will it, and will and power being one, light thereupon existed.

This thought that in the first principle, in God, will and power are one, is the thought with which David finally rescued Saul, as set forth in Browning's great poem entitled "Saul." After Saul, through the playing of David, had been restored to consciousness, but not to new endeavor, David, feeling his own weakness, addressed him thus:

"Could I help thee, my father, inventing a bliss,
I would add to that life of the past both the future and this;
I would give thee new life altogether,—as good ages hence
As this moment,—had love but the warrant love's heart to
dispense."

Then the truth flashed upon him. He saw how far his wisdom fell short of that of the infinite. From the will of the infinite he saw worlds streaming with all their richness of life. Then, rising to the insight that power and will in the infinite are one, he uttered the culminating sentiment of the poem. In like manner the thought that in the infinite will and power are one became the great instrument to throw open the circles of the Inferno to Virgil, as he was guiding Dante down the "dark and woody way." When at the river Acheron they encountered Charon, Dante was ordered to approach by another way, thereupon Virgil said, "Peace, oh Charon! for so it is ordered where will and power are one." Instantly Charon's shaggy cheeks fell, and his opposition vanished. The primal cause, then, is an activity absolute in its consciousness; an activity in whom intelligence and will are one, in whom will and power are one.

THE RELATION OF THE PRIMAL CAUSE TO THE WORLD OF NATURE
AND OF MAN.

The primal cause, in its first act of self-consciousness in infinite past time, not only knew itself, but in the same act

willed itself, and will and power being one it therein created or objectified itself. This was the second person of the trinity, the "only begotten" son. This second person being a reflection, an objectification of the infinite, is likewise a perfect self-consciousness, an absolute intelligence. There is, however, this distinction: the second person arose from the activity of the first person, and hence there is found in this second self-consciousness the element of derivation, although this derivation occurred in infinite past time. The best definition of derivation is passivity. Derivation implies existence for another; an object that is derived and exists by means of another object and for that other object. Thus considered, the second person of the trinity is perfect self-activity, absolute self-consciousness that has arisen from pure passivity; that is, through the act of another. Hence any objectification of this second person would involve pure passivity, passing through all intermediate stages into perfect self-activity. And this is just what would necessarily occur, since the second person is an absolute self-consciousness, in whom intelligence, will and power are one. In his act of being conscious, in his primal act of knowing himself, he is necessarily conscious of himself as pure passivity rising through all possible intermediate stages; through an infinity of time into complete self-activity. Intelligence and will being one, to be conscious of this process is to will it, and will and power being one, it is, in being willed, created or objectified.

This activity of the son, therefore, gives rise to the created universe; to the world of nature and of man. This world exists in a rising process. Beginning with pure passivity, with space and inert matter, it passes through rising grades of self-activity into man as an intelligence in whom the self-consciousness of the infinite is potentially reflected. It is thus seen that nature, beginning with its most passive aspect, is, at all stages, endeavoring to look at itself; is endeavoring to become able to think, to take upon itself the form of self-consciousness. This gives to us the wonderfully attractive thought of modern times—evolution, development. Nature is seen at every phase to be merely a stage in the advance toward intelligence. This thought is expressed in that couplet of Emerson:

"Striving to be man, the worm
Mounts through all the spires of form."

All this might truly be said of the forms of activity lower than the worm. The most passive existence in nature, the sand grain, is striving to work its way up through all the intermediate stages, so that it might be said:

"Sand grain, striving to be worm,
Mounts through all the spires of form."

The culmination of this process in nature is man. But man himself is an objectifying activity. Whatever appears in the various stages in the development of his consciousness he tends to create, to objectify. He is not, however, merely a being who has the power to become conscious of his real condition; he is also an idealizing activity. This gives two lines of creation, in which he embodies whatever his consciousness produces. The first of these is the world of institutions, beginning with that one which is lowest, most nearly allied to nature, the family, and passing up through the industrial world, society; the state, with its educational institutions, into the church, the most ideal, the most universal of the institutions. The other realm in which he embodies that which his consciousness produces, is that of the ideal. Beginning with the art which is lowest, most nearly allied to nature, that of architecture, the rise is through sculpture, painting and music into poetry. In poetry the ascent is from the epic, through the lyric, into its highest form, the dramatic, in which man's spiritual deed is revealed in the very form of the deed itself—the culmination of art.

The principle, then, which gives co-ordination to the studies is this: Nature and man constitute one world rising from pure passivity through varying grades of self-activity up to a consciousness which is, potentially, perfect self-activity. The principle may be otherwise stated, thus: Nature or man, at any given stage, is attempting to pass out of that given form into a higher grade of self-activity.

SPECIAL FACTS IN THE CO-ORDINATION OF STUDIES GROWING
OUT OF THIS PRINCIPLE.

1. The first thought indicated concerning co-ordination of studies, by the principle above given, is that of their division

into what may be termed the formal studies, arithmetic, reading (viewed as mere language), spelling, writing and form, and what may be termed the reality subjects—those dealing with nature, with man's historical development, with art, especially under art, with music and literature. It would appear from the principle that the former, i. e., the formal studies, exist for the latter, and that their subordination in the co-ordination studies is thereby marked. It may be said, however, that language and mathematics are, like the institutions and art, distinct objectifications of man's consciousness, and have an end and value in themselves.

2. If, however, the principle justifies the thought that these studies, having been termed formal, are instrumental, a second conclusion concerning the co-ordination of studies presents itself; and that is, that a course of study organized upon the principle above noted would have as pre-eminent and fundamental three main lines upon which the pupil would be led to advance toward freedom—the line of nature studies, that of history and that of art, especially literature. In and through the mastery of these the mastery of the formal studies would occur, the investigation of the formal studies having as an end the mastering of means to a knowledge of the main lines of work and to the expression of that knowledge.

3. The principle reveals a third thought concerning the co-ordination of studies—the inter-relation of the three main lines of work themselves. Progress toward self-activity being the principle of co-ordination, it must reveal the relative value of these lines in that progress. Whichever line reflects most fully the complete round of self-activity is highest. In order to be educated the child must turn his attention upon each of these lines of work. Whichever one reflects to him most fully his potentialities is of highest rank. In nature he finds an opportunity to satisfy his innate curiosity and to penetrate to nature's secrets. Law, order and system are made evident to him. He obtains that mastery which solves for him the problem of food, clothing and shelter; yet nature, to a partial degree, only reveals to him the full range of his consciousness. It satisfies only some of his instincts, impulses and capacities. His instinct for sociality is not met in nature. His instinct for justice, for right, is not thereby developed. These

are higher ranges of his consciousness. They are ministered to in the world of history. But the world of the institutions is itself not a perfect sphere. The human being cannot find there that serenity that belongs to him as an ideal being. In the real history of affairs that have transpired we do not find reflected that harmony of social relations and that complete adjustment of justice which alone can satisfy man. In the world of real institutions wrong-doing sometimes goes unpunished. Sometimes right does not meet its due reward. The man of evil deeds does not always have his evil deed returned upon him. Therefore, a higher world is required in which there is revealed not only imperfection, but the passage of this imperfection over into perfection. This gives a world in which the culmination is serenity, perfection of social relations, completeness in justice. Such a world is that of the ideal, of the beautiful; it is the world of art, and in it man finds himself most fully revealed. The principle, then, in revealing the relative importance of the three main lines which seem to indicate a rising grade begins with nature studies, and passes through history into art.

4. A fourth thought concerning the co-ordination of studies is made manifest by the principle. This is the adjustment of the various stages in the three main lines of work to the stages in the development of the child's mind. (a) When the child enters school his self-activity is lower, less developed, than in succeeding years. It must be turned, then, successively, upon the rising stages of self-activity in the science studies. This would require in the beginning an examination of that phase of nature seeming to be inert; that phase in which activity seems to be absent. This leads the child into the examination of those facts in geology suited to his observation and consideration. From this he passes to a higher form of activity (physics); that in which one body acts upon the other, producing as an effect a change in the nature of neither. A still higher grade of activity in nature adapted to a further development in the child is that activity in which one atom acts upon another, producing as a result something identical in nature with neither (chemistry.) This is a closer approach to self-activity. Nature, in its striving to think, has moved forward. A succeeding and higher form of self-activity in nature,

and hence one fitted for a higher grade of development in the child, is that in which one body acts upon another, transforming the second into the first (botany.) Here, in nature, activity first assumes distinctly the form of self-activity. Whatever the plant takes hold of it transforms into itself; it imposes its own form upon whatever element of the environment it acts upon. A still higher advance of this self-activity in nature is shown when the body which acts upon another is found, not only to change the second into itself, but to possess also the power to ideally reproduce its environment, and to adjust its movements to its needs with reference to its environment. This is the animal world, and the activity which it manifests is adapted to a higher grade of activity in the child than that appropriate to the plant world. Nature exhibits its highest form of self-activity in that complex and delicate organism, the human body. This, therefore, the highest grade of self-activity in nature, is the culminating phase of science work, since in it the child finds reflected the largest range of his own self-activity that nature is able to reveal.

In each year of his progress through the school course the child's mind is to be brought into contact with each of these grades of activity as exhibited in nature. Thus in one grade he passes over the circuit from the geological phase suited to his capacity to the physiological phase so suited. In the grades next above this he is to pass over the circuit of the same aspects of nature, yet dealing with them in more difficult relations. In like manner the work in science rises through the various years of school life. (b.) The principle of progressive self-activity determines also the adjustment of the work in history, to the development of self-activity in the child. In the infancy of the race its activity was lowest. The unfolding of civilization in the race is merely an exhibition of its development in self-activity. Those institutions produced in the infancy of the race, when its self-activity was lowest, are the ones adapted to the child in that stage of school life when its self-activity is lowest. Froebel long ago pointed out that the development in the child is analogous to the development in the race. In its progress the race has developed three great insights. The first and lowest of these is that in which it regarded spirit and nature as identical. It had not

differentiated nature from spirit so as to be able to look upon them as different expressions of the same infinite energy. The stage in which this insight prevailed was that in which the self-activity of the race was lowest. In the early life of East India this insight prevailed. It also belonged to the life of man as exhibited in the Persians, Egyptians and other kindred early races. These had not differentiated the spiritual from the material. With the East Indians, with the Persians and with the Egyptians the sun was not a material symbol of the infinite spirit, but it was itself their God. They did not look upon nature as an external garment of the mighty spiritual being; they regarded nature, or the various elements of nature, as their gods. The institutions manifesting themselves in these early civilizations, when the insight was one which identified nature with spirit, constitute historical material appropriate to the study of the child in the early stage of his educational work. Biographies, and whatever historical narrations are accessible, bearing upon the life and institutions of the Hindoos, Persians, Egyptians and kindred early civilizations are to be arranged and presented so that the child will move forward in his progress through the same stages as those exhibited by the race at this period.

The second insight reached by the race was that in which it discriminated spirit from nature, and regarded nature as a symbol of spirit. Man's thought, emotions and will were distinct from nature, yet in nature were moods, shapes and activities revealing these. The institutions produced by the race in this stage of development are the ones suited to the investigation of the child in the second stage of his progress in his school life. These institutions are those belonging to the early Greeks and Romans. In this second stage, therefore, the children would enter upon an examination of biographies, tales and historical extracts concerning the institutions of these classical peoples.

The third insight reached by the race in its development is that in which it no longer views nature as the chief external symbol of man's spirit. In this third insight it discovers that the substantial, essential and permanent elements of man's nature are revealed in the institutions. It is the stage in which it is discovered that whatever is to be valued in man's

spiritual being finds its expression in the institutions of family, society, state and church. In the third stage of the child's development, therefore, he would enter upon a study in the form of biographies, stories, tales, etc., of the institutions of the mediaeval and early modern times—the period in which this principle began to exhibit itself. These three stages of investigation would occur during the first eight years of school life. (1.) The period in which the child considers biographies and tales concerning early Indian, Persian and Egyptian life is approximately suited to the first two years of school. The second stage, that in which biographies, tales and fragments concerning the life of the classical peoples is considered, extends over the third and fourth years of school life. That period in which similar material concerning mediaeval and early modern times claims attention extends through the fifth and sixth years. During the seventh and eighth years the early colonial and other periods in United States history would claim attention. In the high school the work in history would be organized according to the same insights in the human race, the material being considered, however, in mere fundamental relations.

(c.) As to the third main line of school work the same principle of organization would govern. During the first two or three years of school life the fairy stories, legends, tales, fables and folklore produced by the race in its earliest insight would form the material for consideration. Anything in architecture, or in any of the other forms of art considered during these first two years, would also belong to that period. The myths, legends, tales, architecture and other forms of art belonging to the classical period of the race constitute the material to be considered during the third and fourth years in school. Similar material produced by the race during the mediaeval and early modern times would claim attention during the fifth and sixth years in the course. During the seventh and eighth years those productions in art, especially in literature, which begin to reveal man's insight that the institutions exhibit man's substantial nature would receive consideration. In the high school the course in literature and in the other forms of art, in so far as they received consideration, would be based upon the same three insights. Oriental

literature, that belonging to India, Persia, Egypt, in so far as it is accessible, would receive attention. Succeeding this, thought would be given to the literary productions of the classical period, and the concluding work would be that in which the literary productions of the mediaeval and modern world, those that reveal man moving in the institutions, including works such as those of Browning, Shakspeare, Goethe, etc., would constitute the main material.

In the co-ordination of studies, therefore, it seems evident that self-activity in the child is the goal of each branch of study, and of the totality of studies.

A SCRAP OF UNPUBLISHED SCHOOL HISTORY. ✓

GEORGE I. REED.

As long as public schools are maintained in the State John I. Morrison will be honored. Whatever appertains to his life and work is peculiarly interesting to the friends of popular education. Not long before his death he prepared a report which he termed "a fragment of the inside and unwritten history of the constitutional convention." The manuscript has never been published. It relates chiefly to the discussions in his committee upon the several sections under Article VIII of the present Constitution of the State, and the final action of the convention thereon. The members of the committee on education were John I. Morrison, of Washington county, chairman; Col. Jas. R. M. Bryant, of Warren, secretary; Edward R. May, of DeKalb and Steuben; W. Hitt, of Knox; Wm. C. Foster, of Monroe; Alexander C. Stevenson, of Putnam; Wm. R. Noffsinger, of Parke; Dixon Milligan, of Blackford and Jay; James E. Blythe, of Vanderburg. Referring to the committee, Mr. Morrison says: "Every member was fully impressed with a deep sense of the heavy responsibility that rested upon him, and long and earnest were the conflicts before the general principles were settled which should be embodied in the final report of the committee. Indeed, the first section of the article, which, in the main, was copied from the old Constitution, gave rise to many warm and exciting discussions. A close comparison, however, will reveal differences vitally important to the success and efficiency of the whole scheme. By the new Con-

stitution a general and uniform system of common schools is established, wherein tuition shall be without charge and equally open to all. Under the old Constitution all was chaos and uncertainty, and the Legislature was authorized to act 'as soon as circumstances will permit.' By the new, every provision is mandatory. The system cannot remain inert; it must be put in active operation; it must have motion; it must move everywhere and at all times, and it must be uniform. While every word in this first section was submitted to the severest scrutiny, there was none that was canvassed with more care and diligence than the word 'uniform.' One member of the committee contended with great zeal and pertinacity that 'equitable' was the proper word, but a wiser and better judgment preponderated, and this term was allowed to stand.

"The second section, which particularizes what the principal of the common school fund shall consist of, was adopted in committee after much labor and painstaking, especially the clause which makes the funds to be derived from the sale of county seminaries, and the fines assessed for breaches of the penal laws of the State, and all forfeitures that may accrue, a part of the principal of the common school fund. It was earnestly contended that all moneys arising from such sources should be regarded as so much annual income, and be applied as fast as it accrued to defray the current expenses of tuition. But a majority of the committee would entertain no proposition which did not contemplate a constant addition to the principal of the fund—an ever-swelling tide—to such extent as would within a limited time produce an income amply sufficient, without any supplement from taxation, to educate every child of suitable age in the State."

Omitting all details of the chairman's report of the proceedings in committee regarding Sections 3, 4, 5, 6 and 7, because of limited space, we quote in full what he says of the eighth and last section, which vitalizes the entire system and is therefore of paramount importance:

"For the eighth section, which provides for the election of a State Superintendent of Public Instruction, the chairman of the committee must alone be held responsible. By a majority vote in committee this section was stricken out from the final report. The potent argument used to defeat the measure

was the creation of an additional State officer, and the consequent expense of maintaining such an office. The news of the decision of the committee in rejecting the section was received with very great alarm by its friends on the floor of the convention. It was regarded as a fatal blow against the State's undertaking to educate the children of the State. Without a sentinel to guard the public funds from pillage and misappropriation, as well as a head to guide the general system and mold it into proper form, it was believed that the whole system would soon become a wreck, as certainly as the richly-laden vessel, when deprived of a captain, to keep its reckoning and control its helm. In the midst of general despondency the chairman, having found a few sympathizing friends who proffered their support, determined to submit the rejection to the tender mercies of the convention. To his great relief, after a somewhat stormy debate, the additional section was adopted and was ordered to be engrossed by a vote of 78 to 50, and added to the new Constitution. To satisfy any regrets that the term of office was not made four years instead of two, it may suffice to add that the aid referred to was promised on the express condition that the term of office should be limited to two years."

Though he was a man of undoubted probity and untarnished reputation; though his public and private life was full of useful activities; though he was a consummate educator—John I. Morrison needs no other epitaph than this: "He saved the common schools of his State."

IN RAWLEY'S PASTURE.

J. H. RICHARDSON.

At school, grown tired of slate and book,
The girls their shawls and bonnets took
And wandered by the little brook
That gladdens Rawley's pasture.

As blue the sky, as fair the day,
As those that bring the buds of May,
And sunshine's golden carpet lay
Upon the pleasant pasture.

The bluebirds in the weathered trees
Voiced northern welcome to the breeze
Whose journey from the southern seas
Ended in Rawley's pasture.

As careless now of school-room lore
As minnows scurrying on before,
We rambled down the grassy shore
That frets the dear old pasture,

And, breaking into lesser bands,
Sought pretty pebbles in the sands,
As older folks in older lands
Seek gems of greater lustre.

From o'er the rounded northern hill
Came faint the hum of Bruner's mill,
And we made one upon a rill
That threads the sylvan pasture.

A simple thing of stalks of corn
And ironweed and thicket thorn,
But proudly did we look upon
Our "mill" in Rawley's pasture.

Of gopher wood was Noah's ark,
It sailed a world of waters dark,
But ours was made of poplar bark
And sailed in Rawley's pasture.

The swift red lance of meteor light
That flies along the walls of night
Were but a laggard to the flight
Of time in Rawley's pasture.

Far years may come and vandal Care
May sack the halls of Memory fair,
But of her pictures let him spare
The one of Rawley's pasture.

Lena, Ind.

IF you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

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PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School

A NUMBER LESSON—THE FIGURE REPRESENTATION FOR TEN.

When the children came in at the close of recess, those just finishing their first year found a pile of sticks upon each desk. As soon as all were quiet she turned to the class in the second year and very quickly and quietly made an assignment of busy work in number. Just before recess the class had a lesson on various relations in the number 15, and at recess the teacher had put upon the board: $5 + 5 + 5 = ?$ $15 - 5 = ?$ $15 - 5 - 3 = ?$ $5 + 5 + ? = 15$. She now asked them to picture these problems on their slates, using pansies. She did not leave the class until every child was at work. This was her way of insuring work on the part of the school that had a study period while the other was reciting. She turned to the first-year class.

She told them to count the sticks on their desks. They did so, and answers came from a number, "I have ten sticks." She asked if they could tell her in any other way what they had, and, remembering what had been done in previous lessons, said, "I have ten ones, or ten one sticks." It was evident that her first point had been to have them think "ten ones."

She then gave each child a little rubber band and asked him to put it around his sticks. She again asked what they had, and again they told her ten sticks, or ten ones, or ten one sticks. She asked them if there was no difference between what they had now and what they had at first. They insisted the number was the same, and, of course, the teacher admitted there was the same number of sticks now as before, but wanted to know if they saw the sticks now as they did at first. They said they did not, as now they saw them tied up, and before they saw them separately. By skillful questioning she led them to see the point clearly that they now saw them as one ten, or a ten, and before they had looked at them or thought of them as ten ones.

It was clear that the second point she wished to reach was to have them think one ten as a one thing made up of ten ones.

The teacher then asked them what they made on their slates and on the board to stand for seven ones. One child put the figure "7" on the board. She asked what they made to stand for eight ones and nine ones. The figures "8" and "9" were placed upon the board. This was review.

She again asked how many sticks each one had, and was answered, "ten sticks" and "one ten sticks;" but she told them to think of the bundle, and not of the separate sticks. She asked how many ones they had besides the bundle of one ten. They had none. Then, telling them to be sure and remember that their bundle was a one ten, she asked for volunteers to put something upon the board to show this one ten. The figure "1" alone was put upon the board.

The questions were to find out how to tell when a figure "1" stands for a one (or ones) and when it stands for a ten. The children soon saw that the "1" they used to represent a ten could not be distinguished from a "1" used to represent a one. They saw the necessity for some other feature in writing numbers to distinguish the ones from the tens. They were now ready for the really advance point in the lesson.

The teacher referred again to the bundle of sticks on each desk, and again asked how many ones they had besides their bundles. They said they had no ones besides what they had put in their bundles. She then asked them to put something on the board to represent the no ones they had outside of bundles. Several children were asked who said they did not know what kind of a mark to make to stand for no ones. Finally there was one child who placed 0 upon the board. This was new to most of the class, and some time was taken in the children's representing their no ones.

The next thing was the representation of the one ten, and to put it with the no ones to show they belong together and mean the no ones and one ten each of us has. The "1" was placed in all manner of positions around the "0." As soon as the teacher saw it was mostly guess work with them she told them that this one (10) is right. Then they saw the "1" is on the left side of the "0," or that its place to show tens is just at the left of ones. This was talked over fully and clearly, and then "10" was made by the entire class on their slates. Then each child made the "10" large and laid the bundles on the "1"

to show that the one at the left of the naught stood for the ten.

The lesson was very clearly cut, each particular point standing out prominently. There was but one advance point in the lesson, but everyone grasped that one point.

Frequently the representation for eleven (11) is taken before that for ten (10). It is probably somewhat easier to take eleven first, as no new symbol is used, the naught in the ten being new. But if the symbol for eleven were taken, the steps are really the same as those in this lesson for ten.

HARRIET BEECHER STOWE—JUNE 15.

You have heard stories of men who have done great things. We talked about John Brown, who did so much for the negro slaves, and who was finally hanged. We had the story of Abraham Lincoln, who was once President of the United States. He it was who asked for men ready to go to war and die if necessary to preserve our Union.

You remember, too, the thousands and thousands of men who answered this call, and many, many of them never came home, but were buried on Southern battlefields. It was on the 30th of May we had memorial exercises in their honor.

But there are other ways of serving one's country than by being President or by shouldering a gun and marching to war against its enemies, and I am going to tell you of one of these to-day.

When Abraham Lincoln was a little boy, living in Kentucky, a little baby girl came to bless the home of Mr. and Mrs. Beecher in Connecticut, and they called her Harriet. Harriet's home had more comforts and was much more pleasant than was the Lincoln cabin in Kentucky. Harriet was so much like all other children that there is very little said about her. She played the same games and went to the same schools the other children attended. Really, if you were to go to the old schoolhouse where Harriet went, you would think you could not possibly sit on those benches without backs and so high your feet could not touch the floor. The old log house and great fireplace and small windows did not look very much like the pleasant room we are in to-day. Har-

riet always went to church; I suppose she liked to go, and then her father himself was the minister.

When Harriet was a little girl very little was said about slavery. People thought nothing could be done with it, and there was no use thinking and worrying over it. Quite a good many people thought it was wrong, but there were so many more who did not think about it at all or who thought it was right that it really did seem as if there should always be slavery in the Southern States. Harriet's parents were among the few people who thought slavery was wrong.

When she became a woman she made what then seemed a very long journey out "West." She went to Cincinnati, O. Cincinnati is just across the Ohio river from Kentucky, and there were a great many people in Kentucky at that time who kept slaves, so Harriet continually saw more or less of slaves and slave masters. She visited friends in Kentucky, and there she saw how they lived and worked, how they amused themselves, and how dreadfully they were punished by their masters when they wished to do so.

Years went by and Harriet married a gentleman in Cincinnati by the name of Stowe. All these years slaves were escaping from masters in the South and going North to Canada, where they could be free. Very many of them went through Ohio, and Harriet, now Mrs. Stowe, often kept them over night, gave them food, clothing and money to help them on their way. There was a law passed in Ohio that said that anyone who did this for a slave could be arrested, put in jail and fined. But Mrs. Stowe and her husband continued to help them anyway.

About this time Mrs. Stowe (we will not call her Harriet any longer) took a trip down the river on a boat on which some slave traders had negroes. There was one young colored woman who was sold to work on a plantation in Louisiana. She had with her her little ten months' old baby boy. She did not know she was going so far South, but had been told she was going a few miles only to work with her husband. When she found that she and her baby might never see her husband again she cried as if her heart would break, and it was only the threat of the slave trader that finally made her stop. In an hour or two the trader came back to her and

told her he had sold her baby, and in the morning she would have to give him up. But in the morning neither woman nor baby could be found on the boat, and one old colored slave said he was wakened in the night by a woman with a baby walking past him. He saw her go to the edge of the boat and jump over. He heard the fall into the water, and that was all.

Mrs. Stowe never forgot the incident, and she could never speak of it without tears. She saw many such things as these, and her husband and brother at midnight hitched up their horses and helped a poor negro woman and little boy to reach a place of safety, as her master was after her to take her back.

Many people thought very little of all these occurrences, or only shook their heads and said they could not be helped. About this time a man in Cincinnati started to print a paper showing how wrong all these things were. One night his office was broken into, the printing presses destroyed and the type thrown into the river. The people said it would offend their friends in the South to say harsh things about the system of slavery, so nothing must be said.

Finally Mrs. Stowe moved back East, and all the dreadful things she knew and had seen she could not forget. But it was several years before she did anything. She had several children, one a little baby, and what do you think she could do? The gentleman who had had his printing presses and type destroyed in Cincinnati went to Washington, and was there conducting a paper against slavery. Mrs. Stowe wrote him that she thought of writing a story of slavery, telling the dreadful things she knew about it. He asked her to allow him to print it in his paper, which she did. The story was a long one, and ran through a great many papers. It was called "Uncle Tom's Cabin."

Then a man who made books asked to put the whole story into a book. This was done, and within three years three hundred thousand were sold. Then it was translated into a great many languages, and has been sold in all parts of the world.

The story is a very, very long one, and I cannot tell it to you now. But Uncle Tom was a slave—a faithful, honest, relig-

ious slave—and she tells all about his life, his different masters, his wife and children, how he was sold and had to leave them, and finally of the dreadful cruelty to him when he was old, and finally his death. You must read it to understand and appreciate it.

Can you see how this had anything to do with slavery? The story was published nine years before the great war, of which we have spoken so often, began. Thousands and thousands of people read it, and many who before had not thought slavery wrong were now bitterly opposed to it. It made the people see as they never had seen before the way slavery was, and it helped to get them ready to say, "Yes, I'll go," when, nine years later, President Lincoln called for those men to go to war. No one can ever know how much real good Mrs. Stowe's book has done for this country, and I certainly think she did as much to make the negroes free as did any soldier who went to battle for the same thing.

Mrs. Harriet Beecher Stowe, the author of "Uncle Tom's Cabin," is still living in Connecticut, and on the 15th of June will be eighty-three years old. Her life should help us to see that there are often several ways to help serve our country. We can learn here that it isn't the boys only who are to help defend our freedom and our flag, but the girls, too, can take a part and do just as much real good. So don't let the girls be discouraged. True, President Lincoln called the men to war, but for nine years Mrs. Stowe had been telling the dreadful story, and hundreds of men had been listening to her and were now ready and glad to go South and help to wipe out the stain of slavery.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS, Editor of The Young People.

WHAT SHALL I DO?

The true teacher often has this question thrust upon him. He must decide quickly, and do it. He cannot postpone the case and consult the authorities, as a judge often does. He must act now. We saw a case not long ago that illustrates this. The following equation was given to a class: $19x^4 + 216x^7 = x$. The class, as a class, failed to solve it. A pupil appealed to the

teacher for help. The teacher did the easiest thing for himself, and, perhaps, the best thing for that particular class. He told them to study it some more and call it up in the next recitation. This is often done when some knotty question is sprung in class. Often it is the wisest thing the teacher can do. It gives him time to rally his thoughts. This is good. Of course, some may say that he should be ready for any emergency, but then he is not, so he should do the next best thing. If he could induce his pupils to exhaust their own powers on the question it would be well, but generally some of the pupils have a friend who solves the problem or answers the question and this pupil meets many of his schoolmates in the morning before school, and he kindly gives the solution or answer to them, so that when class is called the knotty question that has been laid over is soon disposed of, and there are some teachers who flatter themselves that they have done a good thing by refusing to give any help in regard to the question. They stoutly maintain that the pupils have been helped too much heretofore and that they are teaching them self-reliance. But are they?

Now, let us suppose that a pupil has spent a reasonable amount of time on the equation given, and yet cannot solve it. He wishes help. He needs help. It will not do to refuse to give it on the ground that if he had been properly taught he could "work out his own salvation" in this case. The question is, What shall I do for this pupil at this time? Suppose that the teacher is aware that the pupil knows how to solve an equation in which the unknown quantity occurs in only two terms, and that in one it is the square root of what it is in the other. He does not see this form in the equation given at the beginning of this article. If the teacher would tell the pupil to divide each term by x and the pupil should follow the direction; the form that the pupil knows would appear, and he would then have smooth sailing. But is it the best thing he can do for the pupil? If the end is simply to solve this equation it certainly is. But if the solving of the equation is a means to help put the pupil in possession of himself, it certainly is not the best that can be done. The answer to the question, What shall I do for this pupil? cannot be found in any book. It will be found by the teacher's studying the action of his own mind in de-

ciding that one of the things to do is to divide by x . When he has determined what this action was he must then decide upon what means to use in order to cause the pupil's mind to take the same steps that his own mind took. This is where a teacher needs to be skillful.

An analysis of his own acts would probably result about as follows: I know that if I had an equation in the form of $px^2 + qx^4 = a$ I could solve it. This equation is not that form. Can I do anything with it to make it that form? This leads him to look at the unknown quantity. He finds it in all the terms of the equation. He notices that it has the fourth power in one term, the seventh power in another, and the first power in the remaining term. He thinks, "I want it in two terms only." This suggests the division by x , which will cause it to disappear in one term and give one thing he wishes. Again, he thinks that the exponent in one term must be double that in the other. He notices that his exponents are 4 and 7. By the division they will become 3 and 6, which is what he desires. So he concludes to divide the equation by x .

Now, what means must he use to get the pupil to take these mental steps? Something like the following might succeed: Teacher—In how many terms of your equation do you find the unknown quantity? Pupil—Three. Teacher—In how many terms do you want it? Pupil—Two. Teacher—What can you do with your equation to cause it to disappear in one of the terms? Pupil—I can divide by the first power of the unknown quantity. Teacher—What relation do you wish to exist between the powers of the unknown quantity in the two terms? Pupil—I wish one to be double the other. Teacher—What are they now? Pupil—One is 4 and the other 7. Teacher—What could you do to make one double the other? Pupil—Subtract 1 from each. Teacher—What does this suggest? Pupil—Division by the first power of the unknown quantity.

It is quite probable that the pupil would see what to do long before he answered all these questions, but if he did his mind would have made the moves indicated, which is what is desired. He would thereby create a tendency to think in this manner, which is worth a great deal more to him than the mark he receives from the teacher by "handing in" on paper the solution of this equation.

A suggestion from the teacher that will start the pupil to thinking in the right line is very valuable. He will learn to think without the suggestion from the teacher.

GO TO THE WOODS.

Who? Teacher and pupils. What for—a “romp?” Yes, and more.

It has been stated by a committee of persons who are in the front rank of educational thinkers and doers that in studying geography the child must “first see; next, reproduce; then study the production of others, and, meanwhile, ponder and reason on all.”

“But,” says one of the practical teachers who was not consulted by that committee, “why should I take my pupils to the woods when they grew in the woods? They have all waded the creek a thousand times and fished in it ever since they could remember. The boys have climbed hundreds of trees and the girls have gathered spring flowers from every southern hillside, every spring within their memory. Besides, what would the parents say if I took the children to the woods?”

Another teacher, who teaches in a large city, thinks that it is wholly impracticable to take the pupils to the woods. They need excursions, but the cost and danger of taking them are insurmountable obstacles.

To the first teacher we might say that while the children had been in the woods many times, there are likely many things that they had not noticed. Now, if the teacher will go with them, and, by question and suggestion, lead them to observe closely the elements that they will need to use to understand the geography of places they cannot see, it will be of great value to them. They will be able to bring the whole world into the school room. They, in their imagination, will travel around it many times, and grow to be as large, and beautiful, and wonderful as the world is. The parents will feel all right about it if the teacher understands his business. They may talk some, but if the teacher takes his class to the woods and fields for a worthy purpose and accomplishes this purpose the parents will feel all right about it.

To the one who lives in the city we must say you are un-

fortunate. There are many hindrances to overcome. If you cannot take the children to the country, you may take them to the parks, where nature appears somewhat "trimmed up" by man. The geographical elements are there and can be observed by the children, led by the teacher. The school yard is better than the school room for geography—not always, but in the seeing stage. The reproducing may be done in the school room; so may the reasoning. The point is, give the pupils an opportunity to observe things and reproduce them in various ways—molding, drawing and by language, till they possess the ideas. They are then ready by their imaginative power to construct the whole world, if properly led by the teacher.

POOR WAYS.

We have often heard it said that "poor folks have poor ways and a 'heap' of them."

In visiting a school, not long ago, we saw a class reading that beautiful book written by Jane Andrews, "Ten Boys Who Lived on the Road from Long Ago to Now." There were about twenty-five pupils in the class. There were three books in use. The teacher had one and the pupils had two. The reading was not good. It was jerky and scrappy. The attention was somewhat like the reading. We began to wonder why. Let any one try the plan on himself and he will cease to wonder. We asked the teacher why she did not have a book for each pupil. She said that the board is too poor to furnish them. But who is the board? The people. How little it would take from each to furnish what is really needed! Is it economy to waste time and strength for want of the proper amount of material? Teachers should talk such matters to the people. Create a public sentiment in favor of getting what is needed in the schools.

But in the meantime let us do the best we can with what we have. Would it not be better to have one pupil stand before the school and read ten minutes and then another read ten, and so on, than to have each pupil read a paragraph? These should be good readers. "But," says one, "so few would read, and those, too, that least need it." True, but we are not reading to learn to read. We are reading for information that will set the pupils thinking; also, to create and stimulate a taste

for good reading. So it should be beautifully done. We do not give this suggestion to settle anything in regard to the manner of using supplementary reading matter. It is rather to unsettle. Beware of him who settles things.

LEND A HAND.

[This department is conducted by Mrs. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

CHILD STUDY.

Prof. W. L. Bryan's paper on "Child Study" and the discussions following it aroused general interest in the subject among the members of the recent Teachers' Association at Rockport. Perhaps the interest was already awake, and the questions which came from all sides showed how many were seeking more light.

A committee was appointed to give the subject special attention and share the results of their researches with their fellow-teachers.

Child-study is one of the live topics of the day. There is something fascinating in the study of life, even as it appears in plants and lower animals. The botanist feels a thrill of pleasure as he looks at leaf or flower and knows that he can give its biography and a detailed history of its family. The children feel a kindred charm in their knowledge that baby buds in brown cradles will unfold into leaf or blossom. With what a delicious sense of importance the boy prophesies: "This bud, with a 'teenty mite' of pink showing, will throw its brown coat off and be a pink peach blossom; then the pink leaves will fall and leave a little wee green peach; the peach will grow and grow till it gets big, and sweet, and ripe." Day by day, as he sees his prophecy fulfilled, his joy is renewed.

"Men are only boys grown tall," and sisters are much like their brothers, and so we who have "grown tall" are also interested in watching buds unfold, buds more precious than those on the peach bough. We know that the superabundance of curiosity and credulity will disappear as the "brown

coat" and pink leaves fall; that reason and judgment increase as the peach grows. We recognize that while all the buds have certain common characteristics, yet each will ripen into fruit after its own kind. But so vague and inaccurate is our knowledge that we sometimes fail to distinguish between the May cherry bud and that of the russet apple. We strive to force the dahlia to bloom with the violet, and bemoan our fate when figs will not grow on thistles. A fine, strong mind may develop slowly. There is a difference between dullness and slow development. We teachers need to be able to better distinguish between them. We need sometimes to be reminded that a child is not to blame for his lack of natural ability.

What a wonderful change would be wrought if we could analyze the child plants in our charge as the botanist does. If we could take them one by one and analyze their motives and point out their dominant traits. If we could classify them correctly upon a finer basis than that of having been such a length of time in school. If we could group those together who need a certain kind of stimulus. There are some plants that, to thrive best, need "cutting back." It is a trite saying that discipline should be adapted to the particular child, but to know just what discipline is best one must understand the characteristics of the child. To so understand the child that one may see through his acts down to the motives that prompted them is one phase of child study, a very important phase to those who direct the child's development. One child may need praise, and, without it, be sullen and listless; praise may tend to make his desk-mate conceited and pert, reproof being the tonic he needs. So, in the one, love of approbation should be fostered, in the other repressed.

What should be cultivated in the little heroine of the following incident?

"Has any one seen Maud this morning?" inquired the teacher, as she glanced up from her register.

"Yes'm," volunteered Ray. "She was at the school gate as I came to school this morning, and she ran home again. I guess she thought the tardy bell had rung." That afternoon the teacher said: "Ray saw you at the gate this forenoon, Maud. Why did you run home?" A nervous intertwining of the fingers is the only response. "Don't you know you miss

all the lessons when you are absent?" "Yes'm." "Isn't it almost playing truant to go home because you think you are tardy?" "Yes'm." "Then why did you go back home?" No reply.

"Which is worse, to be absent or tardy?" "It's worse to be absent," came promptly. "Then why didn't you come in?" Silence again. "Did you think you were tardy?" "No'm." "Then why didn't you come in?" Looking up and drawing a long breath, as if to summon all her forces, Maud said, very earnestly: "Well—well—I would 'er come in but I wuzn't there." "You were not there!" "No'm, I wuzn't; I went with Aunt Nellie to have my tooth pulled," opening her mouth to show that the tooth was missing.

And so it proved. Ray had been mistaken, for Maud had not started to school at all. Now, why didn't she say so at first? Why did she stand there, apparently confused and conscience-smitten, unable to gather her wits sufficiently to say she was not guilty? There had been long pauses between the questions, as she was not afraid of her teacher. There is a marked contrast between her and that class of children who so glibly and as a matter of course deny everything, that if you should say abruptly to one of them, "John, are you breathing?" "No'm" would instantly leap to his lips.

Why do some children always deny every accusation, no matter how true or how trivial it may be? Such questions are along one line of investigation, a line which comes nearer home to us in the rank and file than some more general phases.

Those at the head of the movement wish to have a sufficient number of facts submitted to them to enable them to make reliable deductions. For instance, it seems to be a fact that nervousness increases in certain grades, then decreases for a few grades, and then increases again. If statistics prove it to be true to a great extent, then, in time, courses of study will be modified to meet the needs of pupils at those periods.

The chief difficulty in the path at present is that it is not clear to us just what those at the head of the movement wish us to report. Professor Bryan said that he would be glad to receive letters from those interested in the subject. Probably the committee appointed by the association may help to clear the mists away.

DESK WORK—GAMES OF WORDS—III.

"Let us have a new game," said the teacher, and, stepping to the blackboard, she wrote the word "together." "Who can see some other word in this one without changing the order of the letters?" "I see 'to,'" said one. "I see 'get.'" "The last part spells 'her.'" "There are two more words," suggested the teacher, then slowly erased all the letters except t, h, e. "Maggie, tell me all the words you see in together." "To, get, her, the and he," said she.

"Very well. Write in the same way the words you can see in this list." When the work was done it looked like this:

1. Toothache—To, too, tooth, ache, he.
2. Cousin—Us, sin, in.
3. Teacher—Tea, teach, her, he, ache.
4. Buttercup—But, butter, utter, cup, up.

Next the pupils were told to select their own list of words to separate into other words. They also played the familiar game of spelling as many words as possible with the letters in a given word. Thus, from "scratch," by re arranging letters, they made at, rat, cat, sat, scat, catch, cart, car, chat, chart, as, scar.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

✓ THE STUDENT SPIRIT IN THE STUDY OF LITERATURE.

We read of a period in the world's history when the teleological view of the world was so strong that Providence was represented to have created cork trees that men should have wherewith to stop their bottles. Not a generation ago our elders and teachers did not hesitate to teach us that flowers bloomed because man enjoyed seeing them, and that songsters of forest and meadow warbled their sweet notes because man had ears and enjoyed sweet sounds.

With this view of things mind became dogmatic, and what did not fit our little worlds was worthless. If we were intensely Christian, and not afraid of image worship, Raphael's "Madonnas," or "The Transfiguration," or Angelo's "Last Judg-

ment," or Reni's "Michael" might be beautiful, almost divine, but what Christian could see beauty in a Mohammedan worshipping at Mecca or a Druidical sacrifice? Who could be so commonplace in taste as to paint a rude fisherman on a rough coast and call it art? Now our artists find subject and inspiration in an ordinary peasant in an ordinary field. A group of bootblacks shivering on the street corner may now inspire art.

Why this change, all within the memory of middle-aged man? Briefly, we are becoming students of what *is* rather than theorists of what ought to be. Once we condemned the facts which did not fit our theory; now we revise the theory. As students we want to know what *is* and how it came to be. Our artist now sees beauty everywhere in truth, let it be Saracen, Druid or Christian.

The student is willing to see all the truth, regardless of results upon present doctrines or future conditions. Whether a doctrine be established or cast aside as a bubble upon a passing wave are matters of like indifference. Truth alone is sought.

If the truth shall ever accomplish our freedom we must bear this attitude toward it, even to the destruction of idols. But questioning a theory and being ready to destroy it are states of mind historically far apart. The physician is not ready to discover that he has been treating disease upon a false basis. Society reluctantly admits the falsity of its standards. It is a fearful experience for the church to discover in its creed, so tenderly nursed, a false doctrine which saps its vitality. All these things do happen, and the student must fortify himself with the Holy Ghost, which St. John calls the spirit of truth, and science further translates into the student spirit, and thereby profit that we may heed even the inarticulate whisperings of the coming truth and the new life.

Where are our students and teachers and critics of literature with regard to this new movement? It does not require wide reading nor extensive observation to discover that it is at least difficult, if not impossible, to indicate just where we are. Our college classes exhibit such variety of taste and tendencies from past training that the thoughtful person is forced to question what spirit of studentship is back of this condi-

tion. Have we reached the student spirit, or are we yet in the earlier stage of theory propping? Can we seek the whole truth? Each is looking for a truth, but are we all losing the sum of all the truth?

To illustrate a general condition by a specific case: A young man just on the eve of receiving his doctorate from one of the best graduate schools in America came to a position in the faculty of literature in a Western college, and one of the courses he announced was a course in Chaucer, not specifying it as a course in language. One of the advanced students asked if the aim of the course was to work out Chaucer's conception of the world and man's relation to the world. The coming doctor replied that he did not know of any such relation. Each came to me chuckling over the huge joke upon the other, and thinking how densely ignorant the other must be upon the subject of literature. Each had a ruling and a blinding preconception of the subject.

I believe this case illustrates the present condition, not only upon language and world conception, but the difference might as well have been rhetorical, biographical, sociological, ethical or mythological, for each is the center of a bias. One comprehends literature simply as language—peculiarities and growth of vocabulary. The difference between "Piers Plowman" and "In Memoriam" is a difference of vocabulary only. To another the center of literature is the method and skill of the author in composition. Are the sentences long or short, simple or involved, balanced or periodic, and what proportion of each in a given selection? To some the study of literature is but the interpretation and classification of figures of speech, and people may be easily found who think themselves possessed of literary knowledge and culture, who have mastered dates of biography and times of productions. With a certain class the history of literature is but the history of sociological doctrines, and there are those to whom literature is no more than a storehouse of ethics. The teachers are not all dead to whom the study of literature is an occasion for the mastery of a mythological dictionary. Some are studying only mechanical devices, and these as an end, such as verse, stanza and rhyme. As a man might imagine himself studying the architecture of St. Peter's by finding the quarries from which

the limestone and marble were obtained, so some picture themselves studying Shakspeare, Tennyson and Browning by seeking the source from which these artists drew the dead materials from which they created living art. Just so we might study heredity if we could only find the kind of dust from which Adam was made.

I have no quarrel with the study of any of these classes of truths; they all have their value. I wish only to propose one question: Are they literature? We must study the language of Chaucer and the sociology of Langland to understand the authors, but is the study of language or sociology the study of literature? Or are they only clearings away of obstructions that we may pass to the literature? Pioneer farmers had to fell trees, roll logs, burn stumps and drain fields in order to produce a corn crop, but if they had thought this clearing process was producing corn they must have starved for their misconception.

The study of language, rhetoric, mythology, ethics, sociology, machinery and sources are valuable and necessary clearings away, but we may mistake means for ends. The zoologist washes the mud from a specimen, but he does not call it the study of zoology.

Have we not been too ready to make hasty judgments and too little willing to collect all the facts out of which the true judgment must ultimately come? Let me explain what I mean by the facts. I do not mean merely the facts which appear to the physical eye. I should include all the facts which appear upon the page, but beyond those more delicate and correspondingly more valuable are the spiritual experiences. If a given selection makes a given impression upon a large per cent. of students the experiment is not to be disregarded. After we find the impression made we may seek the device of the author, the laws in art, the materials used, to account for the impression. This is no more difficult nor less valuable than the work now being done in experimental psychology.

The laws of art, so far as we know them, have been discovered by the inductive process, and it is fair to assume that literature, as one of the arts, must follow the general order. If we were endowed with the student spirit to discover all the facts as they exist in the subject studied, and then unify them,

as all scientific method must ultimately do, we should approach more rationally and more rapidly the final solution of what is meant by the study of literature.

We have had an unbroken succession of wise and willing critics, from Aristotle to men now living, who have told us what literature ought to be and when it falls short in certain cases, but we have not yet discovered the man who collects all the facts, unifies them and tells us what literature is, and the laws by which it comes or the principles upon which it lives and grows. The line of march of literary criticism is strewn with the bleaching skulls of innumerable law givers and dogmatists, but the Darwin and the Spencer of literature are yet invisibly distant in the future.

If I might dare define the student spirit more closely than already suggested, I would say it is the business of the student of literature to collect all facts from the material studied, just as the scientist does, and then to interpret them from the standpoint of art, as all agree, I believe, that literature is art.

We do not further need that kind of studentship which tells us that A, or B, or C is the greatest poet of the world, for tomorrow we find another wise man who will tell us that D is far superior to any of the others. As a student of literature it is not my business whether Dante was the greatest poet of his age or of any age. I do not care whether Walt Whitman was the greatest of nineteenth century poets. It is my business to know what each did and how he did it. If the art of Whitman is different from the art of Lowell, what is there in conception or device that makes it different? Such is the student's question. As a student I must know what is; I must not meddle with the respective honor and reputation of men.

Because one bird has more beautiful plumage than another we do not expect the student of birds to praise the one and condemn the other. He must take account of the fact, but one is not worse and the other better. If one sings sweetly and the other screams harshly the student records the fact, and from enough of such facts he may discover a law, but that is as far as his duty leads him. To the student the grasshopper is as valuable as the ox. I speak from the student's

view. To the butcher or the epicure there is infinite difference.

It is equally true that for my own personal taste I may get much more spiritual good from "In Memoriam" than from the "Essay on Man," but if the "In Memoriam" pleases me more I have a right to seek and expose all the facts of both as works of art and find why it is true. As an honest student I must do so; as an admiring reader I have no obligations.

Will this view conceal or tarnish the beauties of literature? Can truth or beauty be injured or rendered impotent by explanation? Neither rainbow nor comet is less beautiful because understood. We do not value the song bird the less because we have examined his vocal organs. Beauty can never be injured by truth, for they are in no wise opposed.

I suspect some are now impatient to ask what literature is if not these things which are excluded, at least by implication. How shall we study literature if not as we have studied it? Nothing has been excluded; it was only questioned. It is not determined that we shall not continue as we have been studying. I ask only this: Is it in obedience to the student's method?

Surely, if I can learn Kantian philosophy from Tennyson there is no objection. If I can learn sociology from Dickens, no one says nay. I can learn ethics from the "Iliad." Are these literature? I may likewise study industry at the beehive and learn firmness from the oak, but is the one entomology or the other botany?

For me to say what literature is or how it should be studied places me upon the same dangerous ground upon which wiser ones have stood and have fallen, and would make me no less dogmatic than those I question.

If I were required to offer a starting point in the study of literature it would be founded upon a proposition so simple that I believe no one could take exceptions, and, while I should not offer it as a panacea for all the ills that literary study is heir to, I am constrained to believe that it is founded upon safe principles of studentship and may be helpful as a suggestion. My proposition is this: The literature of any selection is permanent. Whatever of literature is in Chaucer's "Knight's Tale" now was in it the day it was written, neither

more nor less, and there is no literary question in it for me that was not there for the author's contemporaries. The literature of Browning and Whitman will be in the twenty-ninth century what it is in the nineteenth. True, no doubt, future generations must study our ethics, religion, sociology and language in order to understand the art impulses and tendencies, but it is to be hoped they will not misname these preparatory studies literature, as their ancestors did.

If the proposition set forth is of any value there is but one thought to be emphasized. If I am studying the literature of Sidney to-day I must deal with the same material which his contemporaries dealt with. If his language was to them a problem it is so to me; if not to them it can be only a preparatory study for me—only a clearing-away process. The religion and sociology of Piers Plowman is for me a study, but only preparatory, for these facts were generally known to his contemporaries.

On the other hand, if the early author's sentence-structure, his figures of speech, his mythological references, his verse, stanza and meter are art devices now they were certainly art devices when used, and therefore appropriate for consideration, but yet they are only devices.

To the student of literature, looking from the proposition announced, there is one test for the question he shall ask: Did this question exercise the thought, feeling or will of the artist? If not, why should it exercise me as a student of the thought, feeling and will of the artist? W. E. HENRY.

OUR COUNTRY'S HEROES.

"I made them indeed speak plain the word country. I taught them, no doubt, that a country's a thing men should die for at need."

PROGRAM—MAY 30.

1—Song. Air, "America."

God save our glorious land,
May the Republic stand,
God save our land!
Long may her banner be
Honored on land and sea,
Boast of the sovereign free,
God save our land!

Guardian of Liberty,
We raise our prayer to Thee,
God save our land!
Join in the anthem grand,
God save our fatherland!
Long may our Union Stand!
God save our land!

1st Pupil—

Flowers and songs for the brave who lie
Under the sculptured stone;
Flowers and tears for the brave unknown,
The missing when battles' storm swept by;
Somewhere, under a watchful sky,
Though never a mourner has come to weep,
The Angel of Freedom guards their sleep.
—Frances L. Mace.

2— Brave men, who, rallying at your country's call,
Went forth to fight—if heaven willed, to fall!
Returned, ye walk with us through sunnier years,
And hear a nation say, God bless you all!

Brave men, who yet a heavier burden bore,
And came not home to hearts by grief made sore!
They call you dead; but lo! ye grandly live,
Shrined in the Nation's love forevermore!

3— "I am going to blossom," a daisy said,
"Though the weather is dark and bleak."
"What for?" said a neighbor, lifting her head,
It's too early yet by a week."

Said the daisy, "A voice is whispering 'Speed!'
So I'm wanted somewhere, I know."
"Well, I'm too wise such voices to heed,—
How silly you are to go!"

Memorial Day dawned cool and bright,
The sun his warm rays gave,
And there gleamed a star of purest white
On a soldier's lonely grave.

4—"They never fail who die in a great cause."

5— Who shall speak in the soldier's honor,
How shall his praise be said!

6—School in concert:

“It is little we can do
 To show our love for you,
 O warriors blest!
 But our fairest, choicest flowers
 Shall fall in fragrant showers
 Where you rest.”

7—Address, by an Old Soldier.

8—Song. “Columbia, the Gem of the Ocean.”

9— Do you know what it means, you boys and girls
 Who hail from the North and the South?
 Do you know what it means,
 This twining of green
 Round the silent cannon’s mouth—
 This strewing with flowers the grass-grown graves,
 This decking with garlands the statues brave,
 This flaunting of flags
 All in tatters and rags;
 This marching and singing,
 These bells all a-ringing,
 These faces grave and these faces gay,
 This talk of the blue and this talk of the gray,
 In the North and the South, Decoration Day?
 —Wide Awake.

10—School:

Patriots have toiled, and in their country’s cause
 Bled nobly; and their deeds, as they deserve,
 Receive proud recompense. —Cowper.

11—Essay. Subject, “April 15, 1865.”

12—Reading. “Died on the Field of Battle.”

The Shiloh, Tenn., battlefield monument marks the resting place of 3,596 Union soldiers. The same State of Tennessee contains other national cemeteries, as follows:

Chattanooga, 13,001 graves, 4,963 unknown; Memphis, 13,977, 8,817 unknown; Nashville, 16,533, 4,701 unknown; Stone River, 6,145, 288 unknown; Knoxville, 3,156; Fort Donelson, 669. The Andersonville prison cemetery contains 13,714 graves, and Salisbury 12,120. Of these 12,032 are unknown.

13—Recitation. “The Graves of the Unknown.”

But, ah! the graves which no man names or knows;
 Uncounted graves, which never can be found;
 Graves of the precious “missing,” where no sound

Of tender weeping will be heard, where goes
No loving step of kindred. Oh, how flows
And yearns our thought to them! More holy ground
Of graves than this, we say, is that whose bound
Is secret till eternity disclose
Its sign.

But Nature knows her wilderness;
There are no "missing" in her numbered ways;
In her great heart is no forgetfulness;
Each grave she sees she will adorn, caress;
We cannot lay such wreaths as summer lays,
And all her days are Decoration Days. —H. F.

THE BLUE AND THE GRAY.

- 14— By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave grass quiver,
Asleep are the ranks of the dead:
Under the sod and the dew,
Waiting the judgment day;
Under the one the Blue,
Under the other the Gray.
- 15— These in the robings of glory, .
Those in the gloom of defeat,
All with battle-blood gory,
In the dusk of eternity meet:
Under the sod and the dew,
Waiting the judgment day;
Under the laurel the Blue,
Under the willow the Gray.
- 16— From the silence of sorrowful hours
The desolate mourners go,
Lovingly laden with flowers
Alike for the friend and the foe:
Under the sod and the dew,
Waiting the judgment day;
Under the roses the Blue,
Under the lilies the Gray.
- 17— So, with an equal splendor
The morning sun rays fall,
With a touch impartially tender
On the blossoms blooming for all:
Under the sod and the dew,
Waiting the judgment day;
Brodered with gold the Blue,
Mellowed with gold the Gray.

- 18— So, when the summer calleth,
 On forest and field of grain,
 With an equal murmur falleth
 The cooling drip of the rain:
 Under the sod and the dew,
 Waiting the judgment day;
 Wet with the rain the Blue,
 Wet with the rain the Gray.
- 19— Sadly, but not with upbraiding,
 The generous deed was done;
 In the storm of the years that are fading,
 No braver battle was won:
 Under the sod and the dew,
 Waiting the judgment day;
 Under the blossoms the Blue,
 Under the garlands the Gray.

20—School:

No more shall the war cry sever
Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead!
Under the sod and the dew,
Waiting the judgment day;
Love and tears for the Blue,
Tears and love for the Gray.

—Francis Miles Finch.

21—Battle Hymn of the Republic.

22—

OUR COLORS.

(Child with bunch of red roses recites.)

With slow and reverend tread
I bring the roses red
To deck the soldier's bed,
Emblem of blood they shed
For this our native land.

23—

(Child with bunch of daisies recites.)

And I white daisies bring,
A simple offering
Emblems of holy peace.
Oh, may its reign ne'er cease
In this our happy land.

24— (Child with bunch of violets recites.)

I bring the violets blue,
They say, "Be true, be true.
True to God above you,
True to the friends that love you,
And to thy native land."

(All three recite together.)

For the brave and the true
We'll twine them together,
For the red, white and blue
Are united forever.

—William Wodman.

25—Salute the flag.

EDITORIAL.

THE Indiana Journal for Indiana teachers.

MANY of the Journal readers will be glad to read and re-read the first article in this issue by Professor Sandison.

THE poem found in this issue of the Journal is by an old teacher, and certainly has much merit. The style is good and the sentiment is good.

MASSACHUSETTS has had five state normal schools for many years, and is now engaged in an effort to secure more. Massachusetts has just about the same population as Indiana, but is not one fourth the size. Under such circumstances if Massachusetts needs more than five normal schools how many does Indiana need?

BOTH the Southern and the Northern Associations were regarded as successful meetings this year. The attendance and enthusiasm were unprecedented. It surpassed in both the State Association itself. It is to be hoped that in the future it will be arranged so that these two meetings will not occur at the same time. Next year the Southern Association will meet at North Vernon, and the Northern at South Bend.

CONCISENESS AND PERSPICUITY are two things that the teacher should hold constantly in mind. In last month's Journal were given two letters which illustrate what is meant. They were both written for the same purpose and expressed the same ideas, and yet one was couched in *ten* words, while the other required *fifty*. The subject is recalled by another letter just received, in which the writer employs *fifty-three* words (in the body of the letter) in asking to have his address changed. There are many reasons why a teacher should study conciseness. As a rule the fewer words used, if the meaning is made clear, the better.

This fact should be impressed upon the more advanced pupils in school in every recitation. They should be drilled to express their thoughts clearly and distinctly and yet concisely. Superfluous words and phrases always weaken a statement. Teachers should see to it that an answer given is an exact answer to the question asked. This makes a splendid exercise.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR MARCH.

SCIENCE OF EDUCATION.—Show by a course of reasoning that the subjects of study in the common schools are so related that time may be saved and the mental power of pupils better organized by teaching two or more of these subjects together in the same recitation, and indicate several sets of subjects specially fitted by their nature to assist or reinforce one another by being taught through such a method.

READING.—"Then say not man's imperfect, Heaven in fault,
Say rather man's as perfect as he ought;
His knowledge measured to his state and place,
His time a moment, and a point his space.
If to be perfect in a certain sphere,
What matter soon or late, or here or there?
The bless'd to-day are as completely so
As who be gan a thousand years ago. —Pope.

1. Who is the writer of this extract? Tell what you can about him, and about the poem from which this extract is taken. 20
2. What seems to be the object of the writer in this extract? 15
3. Do you call this writing strictly poetry, or how would you characterize it? 15
4. Frame three questions to test the scholar's understanding of it. 15
5. Write the argument of the whole in your own words. 35

ARITHMETIC.—1. What part of an acre is a lot 75 feet wide by 150 feet long

2. Find the least common multiple of 9, 30, 36, 48 and 72, and explain the operation.

3. What is $\frac{3}{4}\%$ of 1,260? 1% of 3.5? What $\%$ of 75 is 750? What $\%$ of .005 is 5? What $\%$ of 1,250 is 12?

4. A grocer sold tea at 20 cents per pound above cost, and gained $16\frac{2}{3}\%$. What was the cost of the tea per pound? What was the selling price?

5. Fifteen men and eight boys together earn \$342 a week. If a boy's pay is half a man's pay, what are the daily wages of a man, and also of a boy?

6. If 82 men build a wall 36 feet long, 8 feet high and 4 feet thick in four days, in how many days will 48 men build a wall 864 feet long, 6 feet high and 3 feet thick? (Solve by proportion.)

7. The length of a ladder that will reach from the middle of a street 80 feet wide to the eaves of a house is 50 feet. What is the height to the eaves of the house?

WEBSTER—REPLY TO HAYNE.—1 and 2. What can you say of the nullification and State sovereignty in Webster's time? What effect did this speech have upon the former?

3 and 4. Give the five points in the South Carolina Doctrine.

5. Trace briefly the historical conditions that led to this debate.

6. Name three purposes which Webster had in view in delivering this oration.

7. Give the fundamental difference between the government under the Constitution and under the Confederation.

8. How has this debate benefited the country.

9. What did Webster say of the blessings to flow from the Union?

10. Give a quotation from this oration. (*Answer any seven.*)

ENGLISH GRAMMAR.—1. What are the objects of the study of English Grammar?

2. In what grade would you begin the study of Grammar with children? Give reasons for your answer.

3. Are orthoepy and etymology properly included in the study of Grammar? Give your reasons.

4. What is meant by formal work in Grammar? By thought work?

5. "A verb is a word that expresses action, being or state." Show that this definition is defective.

6. "To be or not to be that is the question." Explain the use of *that*.

7. Write sentences illustrating the use of participles as (a) subject; (b) substantive predicates; (c) direct object; (d) object of preposition. Designate.

8. Show what each of the following sentences means: (a) I feel bad. (b) I feel badly.

9. What is the use of *sickly* in the sentence, He went sickly forth?

10. Analyze: "In the beginning was the word, and the word was with God, and the word was God."

U. S. HISTORY.—1. Name five of the most distinguished Americans during the Revolutionary War, and state in what particular each was distinguished.

2. State three important events in Jefferson's administration. Describe briefly the principal events of Jackson's administration.

3. What caused the Mexican War? What did the U. S. gain by that war?

4. State briefly the several steps by which negro slavery in the U. S. was limited and finally abolished.

5. Give an account of the Geneva Arbitration. Of the Electoral Commission.

PHYSIOLOGY.—1. How does the structure of an artery differ from that of a vein? Of what advantage is the structure in each case?

2. Describe the muscular tissues. Where are they located?

3. What is the structure and advantage of the hip joint?
4. What is the scope of hygiene?
5. What glands furnish secretions to aid digestion?
6. What are the uses of the salivary juices?
7. What is a habit? Illustrate.
8. Define the structure, function and location of the sweat glands.
(Answer any six.)

GEOGRAPHY.—1. Draw a map of your county showing the boundaries and the outlines of contiguous counties.

2. Bound Bolivia. Name its principal industries.
3. Name five of the most important exports and five of the most important imports of Brazil.
4. Does climate vary materially with altitude? If so, what are the reasons?
5. What geographical reasons can you give for the fact that the greater flow of immigration of the United States is westward rather than southward?
6. What part of the work should be given most attention by a class finishing the study of geography in school?
7. Name and locate the important mountain chains in Africa. Tell something about their altitude and effect on climate, if any?
8. Draw on the same scale rough outline maps of Iowa and Massachusetts, so as to show relative sizes.
9. Locate the Isle of Wight, Candia, Bordeaux, Geneva, Mt. Ætna.
10. Locating Pittsburgh at the center of four concentric circles show the direction and relative distances of the following cities: Philadelphia, New York, Chicago, Charleston, St. Louis, Minneapolis, Louisville.

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—The nature of all knowledge is such that any single line of it is related either closely or remotely, to every other line. All lines of knowledge are dependent upon language as their medium in which their ideas, facts, and principles may be expressed, ready to be appreciated and assimilated by a mind. Intimate relations and overlapping of certain ideas, facts, and principles cause these lines of knowledge to fall naturally into groups of twos, threes, &c., according to the kind and degree of the kinship existing. Thus, geography and history form one group; rhetoric and composition, another; chemistry is linked to both physiology and physics; algebra is simply universal arithmetic; and so on.

From the foregoing, it is evident that in every line language should receive attention as an important supplement; that geography and history are inseparable and complementary, each being essential to an interesting and intelligent view of the other; &c.

The day is not far distant when grammar, rhetoric and composition

will be set forth satisfactorily in one book, so intimately are they related and so helpful is each to a proper and complete knowledge of the other; and so with other groups.

READING.—1. Pope was born in 1688, in London. Though he attended school as other boys did, he was mainly his own teacher. His body was small and deformed; his features however were very striking and his manners elegant. He wrote epic poems before he was twelve years old. His "Essay on Man" is supposed to be made up of ideas culled from one of the literary productions of Lord Bolingbroke. It consists of a collection of happy sayings on human life and manners. In the publication of his letters Pope schemed to leave to the world a picture of himself as an example of a model man in many ways. This little shadow however does not detract much from the sterling traits of character, of which he had a fair share.

2. The object of the writer is to lead us to view man as being a creature possessed of all the good characteristics possible with his environment.

3. It is not strictly poetry; the rhyming at times is forced, and the construction somewhat labored in places. Yet the perfect expression of many thoughts make parts of it, even as polished prose, rank superior to much poetry though it may have the advantage of perfect balance and faultless rhyme.

4. (a) What is the title of the poem? (b) What favorable view of man does the writer set forth? (c) What sentiment of trust expressed in the last four line?

5. Do not expect perfection in man nor blame Heaven because he is not perfect. For what he is or may become, depends largely on his physical organism and his environment. His period on earth is but a moment of eternity and his career only as a point in the immensity of creation.

Hence, if there is a rich reward beyond the grave, the time and place of our departure is of small consequence. There is no changeableness in that sphere. Those dying happy to-day will be blessed as completely as those who died a thousand years ago.

ARITHMETIC.—1. Answer, $\frac{1}{18}$. 2. Answer, 720; for explanation see the illustrative example in any good text-book on arithmetic. 3. Answers, 10.5; .035; 1000 per cent; 100000 per cent; $\frac{1}{8}$ per cent. 4. Cost price, \$1.20; selling price, \$1.40. 5. Of a man, \$18; of a boy, \$9. 9. Answer, $92\frac{1}{4}$ days. 7. Answer, 30 ft.

ENGLISH GRAMMAR.—1. To become informed on the subject, and to acquire the ability to use the English Language with ease, correctness, and precision.

2. Not until the close of the Third Reader Grade, or the beginning of the Fourth Reader Grade; for the pupil's mental powers up to that time are not mature enough to study profitably the many forms and relations existing in the English language. Preceding this time, a proper course of reading and much practice in composition work, ac-

accompanied by careful and systematic instruction, will lay a good foundation upon which the study of English Grammar may be based.

3. Etymology is properly included in the study of grammar, because it treats of the classification, inflection and formation of words; but orthoepy is not, because it treats of the pronunciation of words.

4. By formal work in grammar is usually meant a study of it as a science, the investigation of its various forms or inflections; by thought work is usually meant a study of the relation of the parts of a sentence based on the meaning.

5. The definition is defective in the word "expresses;" for this word substitute the expression, "asserts or assumes."

6. The word "that" is the subject, and "To be or not to be" is in apposition with "that."

7. (a) *Singing* is good exercise; (b) Telling is not *teaching*; (c) We admire good *singing*; (d) What is your opinion of *dancing*?

8. (a) This means that the body is not in a healthy condition, thereby causing pain or a feeling of sickness; or it may mean that the mind is oppressed by some grief or trouble. (b) This means that the action of feeling for some object somewhere is awkwardly performed.

10. This is a compound sentence consisting of three clauses of equal rank.

U. S. HISTORY.—1. Benjamin Franklin, as a diplomatist; Robert Morris, as a financier; George Washington, as commander-in-chief; General Greene, for valuable services in the war; Roger Sherman, as a member of the Continental Congress.

2. The Purchase of Louisiana; Lewis and Clarke's Exploring Expedition; Fulton's Invention of the Steamboat.

The principal events of Jackson's administration were (a) The Act of Nullification, 1831 (§267 of text-book); (b) Veto of the Bill to Recharter the U. S. Bank, 1831 (§265); (c) The Compromise Tariff, 1833 §269; (d) The beginning, in earnest, of the "Spoils System;" (e) The Removal of the Deposits, 1833 (§265)

3. The real cause was the annexation of Texas; the immediate cause was the dispute about the boundary line between Texas and Mexico. By this war the United States gained a large amount of territory. (See map in text-book between pages 330 and 331.)

4. At first and continuously, petitions against slavery were sent to Congress. In 1808 the slave trade was prohibited by Congress. In 1820 the Missouri Compromise limited slavery to the territory south of latitude 36° 30', west of the Mississippi. Anti-slavery societies and petitions were common from 1830 to 1850. In 1851 "Uncle Tom's Cabin" was published, and in 1857 the "Impending Crisis of the South" was published, each having much influence in increasing the agitation on the subject of slavery. In 1854 the present Republican party was organized. The irrepressible conflict was near at hand, and the last act was the Emancipation Proclamation, in 1863, supplemented shortly afterward by the thirteenth amendment.

5. See pages 339 and 340 of text-book. "The Alabama arbitrators met at Geneva, in Switzerland, in 1872, heard the evidence and arguments on both sides, and decided that Great Britain should pay \$15,500,000 to the United States for the damage done."

PHYSIOLOGY.—1. Arteries are tube-like canals; the walls are made of tough, fibrous materials, and have a smooth lining membrane. They are also elastic, and thus reinforce the action of the heart. They always remain open when cut across, on account of the firmness of the walls. The structure of veins is similar to that of arteries, except they are inelastic, flaccid and compressible.

3. Each hip bone contains a deep round cavity, the acetabulum, into which the large rounded head of the thigh bone fits, and in which it is held by ligaments. It is strong and affords much freedom of movement.

4. To set forth in a clear, scientific manner the laws of health and the necessity for following them.

5. The salivary glands; gastric glands; glands of the small intestines; the liver; the pancreas.

6. To moisten the food and to act on the starchy matters.

7. A habit is an involuntary tendency to act again in any manner similar to that in which the act has been performed before. Performers on the piano tell us that after much practice the fingers strike the proper keys and with the proper force, without their giving the matter any special attention.

8. The sweat-glands are located in the true skin, and consist of fine tubes with globe-like coils at their deeper extremity; their function is to excrete the perspiration.

GEOGRAPHY.—2. The principal industries of Bolivia are mining, agriculture and cattle raising.

3. Exports—Coffee, cotton, sugar, hides, dye-woods; imports—tiles, iron, coal, machinery, flour.

4. Elevation influences climate by producing a lower mean annual temperature, and a greater difference between the temperature of the air and that of the surrounding objects. "The air resting on highlands is less dense, is clearer and contains less vapor than that resting on lowlands, and hence has fewer molecules to absorb the heat of the entering sunbeams by day or of the outward-passing earth radiations at night. Therefore, the highland air must in general be cooler than that resting on lowlands."

5. (a) On account of the healthfulness of the climate in the "Great West;" (b) on account of the climate being temperate; (c) on account of its mineral resources.

6. Commercial geography; and a study of the resources of the different parts of the continent.

7. Some of these mountain chains cut off moisture from the interior; and they cause a decrease of temperature in adjacent regions.

A QUERY.—In the sentence, "He came running down the hill," what is the syntax of "running?"

A few grammars say that "running" here is used as an adverb. Our adopted text-book says that it may be considered as an adverb or as a predicate adjective. The majority of authors prefer to consider it as a predicate adjective. See Brown, Maxwell, Swinton, etc. THE JOURNAL does not wish to be interpreted as saying that the participle is *never* used as an adverb; for there are special cases, wholly unlike the foregoing, in which there can be no doubt about its being so used; as, "The boy was *fighting* mad;" "She was *shouting* happy;" "It is *freezing* co'd," etc. In these examples it is clear that the participle is used as an adverb of degree. In the example given by the querist we lean to the predicate-adjective side. Let the querist accept no man's view, but investigate carefully for himself—not two or three local authors—but a hundred from all parts of the world.

PROBLEMS

[FOR STUDENTS OF HIGH-SCHOOLS, ACADEMIES, ETC.]

1. I sold a horse for \$119, and gained as much per cent. as the horse cost. What did I pay for him?

2. A body falls from space. At the moment it begins its descent another is projected vertically at the rate of 100 feet per second. The two bodies meet in three seconds. From what height did the first body begin its descent?

2. A man has two square farms, one containing 1250 acres more than the other. To enclose both with a fence ten rails high and two panels to the rod requires 80,000 rails. Required, the number of acres in each farm.

4. A straight line is drawn at random through a regular pentagon, passing through the center. From the vertices of the pentagon perpendiculars are dropped to this line. Prove that the sum of the perpendiculars on one side is equal to the sum of the perpendiculars on the other side.

5. The bisectors of the base angles, B and C, of a triangle meet at D; DB=DC. Prove that the triangle is isosceles.

6. Given $x^2y^4 = 7xy^2 - 945 = 765$, and $xy - y = 12$, to find x and y . Send all solutions to W. F. L. SANDERS, Connersville, Ind.

SOLUTIONS TO PROBLEMS IN MARCH JOURNAL.

PROBLEM 1.—The hypotenuse of a right-angled triangle is 100 feet; the other sides being equal, what is the area?

Solution: $100^2 = 10,000$, sum of the squares of the other two sides. One-half of 10,000 = 5,000, the square of one side, or, in this problem, equal to the product of the base and perpendicular, as they are equal. Hence, $5,000 \div 2 = 2,500$, number of square feet in the triangle.

BELLE KINZIE, Adamsboro, Ind.

Correct solutions were also sent by Ormond Robertson, Browns'own high-school; Mary Fennell, LaGro, Ind.; Jesse A. Huyette, Hunting-ton high-school (two solutions); C. M. S., Liberty Mills; J. S. Kauff-man, Elkhart, Ind., Hayes Hamilton, Kniman, Ind., and Henry Sever-inghaus, Huntingburg high-school.

PROBLEM II.—A farmer allows one acre of pasture for every five sheep, and one acre of plowed land for every eight sheep. How many sheep can be kept on 325 acres?

Solution: Each sheep requires $\frac{1}{5}$ acre of pasture and $\frac{1}{8}$ of an acre of plowed land; or, $\frac{13}{40}$ of an acre, amount of land required for one sheep. $325 \div \frac{13}{40} = 1,000$, number of sheep that can be kept on 325 acres.

BELLE KINZIE.

Correct solutions were also sent by J. S. Kauffman, and May Love, Ceylon, Ind.

MISCELLANY.

THE NORTHERN INDIANA TEACHERS' ASSOCIATION.

The meeting of the Northern Indiana Teachers' Association, held at Frankfort, on April 5, 6 and 7, was the largest and, perhaps, most enthusiastic in the history of that body. And never has it been so well accommodated as in the spacious assembly hall of the elegant new High School building, its many class rooms serving admirably as offices, committee rooms, etc.

The attendance from abroad was over 500, the enrolled membership numbering 478, many being present who did not pass through that formality.

Visiting day revealed the fact that Frankfort has an excellent system of schools, of which she is justly proud. And why should she not have? The beautiful homes, the well-kept lawns, the tidy streets the fine public buildings, the comfortable churches, the hospitable citizens, the *general tone* of the place argue a people of culture who make such a consummation possible, and who will be satisfied with nothing less.

Mayor Collins welcomed the visitors in a neat speech, speaking highly of the teaching profession and of the purpose of American schools—to make American citizens.

Supt. Allison's response was happy and expressed some fine sentiments on the object of the meeting.

Retiring Pres. Ayres simply gave to the association a watchword—inspiration. Pres. Moore's inaugural address was an able review of the various lines of advance in education.

Supt. Jones's fine paper on "Uses of Literature" defies description, yet here are a few of its gems without, of course, their setting; Literature deals with man as a social not as an individual being. While history portrays life as it has been lived, literature portrays it as it can be lived. Life in the various institutions must be revealed in an attractive form to the young, and literature must set up an ideal stan-

dard of such life. Herein is determined what literature shall be used in the school.

Mrs. McRae's discussion took a similar trend. Literature is a study of the spirit of the writing, not a word-study. The book that leads to the deed is the proper book; the deed that is the outgrowth of the book is the teacher's aim.

Supt. W. B. Sinclair discussed the influence of associations as a means of culture and of eliminating poor work, etc.

Though finely introduced by the graceful yet trenchant pen of Mr. Crabill, the subject of Township Institutes did not receive the full general discussion one could have hoped for.

Mr. McHibben took a radical stand against Dr. Rice and his criticisms, and the paper was thoroughly discussed. Such names as Dr. Hewitt, Mr. Bass and Supt. Belman are sufficient guarantee of the quality and fairness of the discussion.

The subjects of "Biology" and "Committee of Ten" were both ably presented before the H. S. section and freely discussed. Much was heard, also, in praise of the discussions in the Grade section.

The annual lecture was given by Dr. John, and the opera house was filled to hear his opinion on "What Shall the University do with Women?"

The music furnished throughout the session is deserving of especial mention. The committee fairly outdid themselves. The selections were choice and finely rendered and the supply seemed to be exhaustless. Rarely have our somewhat prosaic deliberations had so fine a musical setting.

The reception tendered by the teachers of Frankfort was a most enjoyable affair and called forth expressions of highest praise from all. The musical and literary program was a real treat; the banquet elegantly spread and elegantly served.

The following important items of business secured attention:

A new constitution, the work of Superintendents Scull, Snyder, Naber and Allison, was adopted, which places the transaction of business on a better footing than it has ever known, and distributes the manifold and heretofore burdensome cares of the president among a number of persons. A bureau of communication between superintendents seeking teachers and teachers seeking places was opened. Petitions were granted establishing High School, Grade, and Music sections. The officers for next year are: President, H. G. Moody, Kokomo; Vice-president, Frank Cooper, Lake Co.; Recording Secretary, Ora Cox, Logansport; Railroad Secretary, J. H. Bair, South Bend; Treasurer, E. W. Bohannon, Jasper County. The name of W. R. Snyder as chairman of the executive committee is assurance of the feast we may expect when we assemble at South Bend in '95.

According to custom the long-meter doxology closed the session. The hope of the retiring president was certainly fulfilled as train after train carried merry, laughing, inspired crowds to distribute the good-cheer and inspiration all over the northern half of the state.

EMMA L. BUTLER, Secretary.

REVISED CONSTITUTION OF THE NORTHERN INDIANA TEACHERS' ASSOCIATION.

Section 1. This association shall be known as the Northern Indiana Teachers' Association.

Sec. 2. The territory of this association shall be the congressional districts of the state from 6 to 13, inclusive.

Sec. 3. The object of this association shall be to advance the interests of education generally, and especially to stimulate the teachers of Northern Indiana to more advanced thought and greater activity.

Sec. 4. The officers of this association shall be a president, a vice-president, a recording secretary, a treasurer and a railroad secretary. These officers shall be elected annually by a viva voce vote of the association, upon nominations made by a committee appointed by the president, consisting of one member from each congressional district in the association.

Sec. 5. There shall be a business committee consisting of a chairman and four (4) associate members selected by this chairman. The superintendent of schools of the city in which the next meeting shall be held, shall be chairman of this committee. Duties:—The duties of this committee shall be to look after all matters of detail pertaining to a meeting of the association, such as providing entertainment for guests, halls, auditing bills, etc.

Sec. 6. There shall be an executive committee consisting of a chairman *elected* by the association and one (1) associate member from each congressional district in the territory of the association. The associate members shall be *elected* by the members of the respective congressional districts. Duties:—The duties of this committee shall be: (1) To determine and announce during the meeting, if possible, and if not possible within three months from the date of adjournment the place of holding the next meeting. (2) To arrange, print, publish and distribute programmes for the association and sections.

Sec. 8. The first meeting of the regular annual session of this association shall be held on Thursday night before the first Friday in April of each year. This day shall be known as visiting day and if the date should be impracticable, the time may be fixed by the executive committee.

Sec. 8. Sections for the consideration of *special* interests may be formed within this association by a majority vote of the membership, on petition of ten (10) members representing those special interests.

Sec. 9. Any teacher or friend of education may become a member of this association by the payment of fifty (50) cents to the treasurer, and upon each subsequent attendance may renew his membership by the payment of twenty-five (25) cents.

Sec. 10. Persons who have not paid the membership fee, shall not be entitled to vote in any of the regular sessions of the association; nor be admitted free to any of the entertainments furnished at the expense of the association; nor be entitled to association rates at hotels or on railroads.

Sec. 11. This constitution may be amended at any regular meeting of the association by a majority of the members voting.

JAMES F. SCULL, Ch'm'n W. R. SNYDER, G. M. NABER, J. J. ALLISON,	}	Committee
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SOUTHERN INDIANA TEACHER'S ASSOCIATION.

The seventeenth annual convention of the Southern Indiana Teacher's Association met at Rockport, April 4, 5, 6, 1894.

On the evening of April 4, the exercises were opened with prayer by Rev. H. C. Clippinger. After music by a male quartette, Hon. C. M. Swan, of Rockport, delivered an address of welcome to the teachers. President-elect W. B. Owen then delivered his inaugural address.

THURSDAY, APRIL 5.- Superintendent J. W. Davidson of Vanderburg County conducted the devotional exercises, after which Miss Jacobs and Miss Peckinpugh rendered an instrumental duet. The following committees were announced: On nomination of officers, A. E. Humke, Vincennes; Horace Ellis, North Vernon; E. S. Monroe, Mt. Vernon; R. W. Wood, Aurora; Miss Kittie Palmer, Franklin; C. S. Pulliam, Rockport; Miss Omie Feagans, Washington.

On Resolutions, H. P. Leavenworth, Mt. Vernon; Mrs. Marguerite DeBruler, Rockport; C. N. Peak, Princeton; Miss Elsie Maxey, Edinburg; W. L. Morrison, Scottsburg.

The following resolution was offered:

Resolved, That the committee on nomination of officers be empowered by this association to select the place of meeting for next year. After a discussion in which it was plainly stated that it meant the selection of the place of meeting for 1895 only, it was adopted. In the absence of the secretary the president asked Mrs. Ella C. Wheatley, Oakland City, to serve.

Miss Leva Foster, North Vernon, delivered an excellent address on "What Can the School do in the Development of the Child's Will." She said: It is a sad truth that so many young men and women enter upon the duties of life with so little power to choose and with less power to put their choice into execution - only to become the victims of that class with giant wills to put into execution their badly made choice.

Are the schools in any way responsible for these conditions? Is it not barely possible that we are so busily engaged in teaching just so much arithmetic, geography and grammar within a given limit of time that we must crowd out some of the considerations that are of vital importance to the manhood or womanhood of those with whom we are dealing?

Our boys and girls are in a condition of slavery. Long years ago a conditional emancipation proclamation was issued to the world. It was this: "And ye shall know the truth and the truth shall make you free." But these children do not know of freedom or of its conditions. The work of the school is. (1) to proclaim that freedom exists, (2) to explain

its terms, (3) to make the conditions favorable for emancipation, (4) to arouse to activity. There is within the child a power which is to govern him throughout life. This power is subject to cultivation. If left weak and vacillating he will be a slave to those who are stronger, if developed into great strength and left undirected he will be enslaved by his own power. The school that is thoroughly alive along this line proclaims freedom to the child every hour in the day. But in order to freedom strength must be gained to shake off the chains that bind the captive. Chief among these are those of ignorance, thoughtlessness, selfishness and cowardice.

In carrying out the work of emancipation two conditions are necessary: First, there must be channels for the pupils activity. Second, he must have an opportunity to use his powers through these channels.

The school furnishes two main channels, one leading through the labyrinth of the branches taught, the other through that of his actions his words and his thoughts. Equally favorable conditions do not exist in all schools by means of which the pupils may use their powers through these channels. An iron-clad government is not favorable. A well regulated school in which the pupil is thrown more and more upon his own responsibility is favorable.

But even after the terms have been plainly explained and the conditions made favorable, there are those who will choose to sit in slavery a little while longer. It is within the province of the school to help to awaken within these a desire to accomplish those ends which in their accomplishment require vigorous exertion and self denial. A great hindrance in this work comes from the fact that we teachers are not as free as we should be. Too many chains of ignorance, cowardice, etc., are still clinging to us. Carlyle says: "He that is the *inferior* of nothing can be the *superior* of nothing." Our powers of obedience are not well developed. The more nearly we *will* in harmony with the Great Teacher the more freedom we have. The subject was well discussed by Supt. C. N. Peak, Princeton, and W. A. Bell.

After a recess and music D. M. Geeting, Supt. of Madison schools, read a paper on "Characteristics of the Professional Teacher." He held that the ideal teacher was not found in any one person. There are two classes of teachers, professional and non-professional, the non-professional teacher makes no improvement, the professional teacher is growing stronger all the time. The first qualification of the teacher is sympathy. The Great Teacher knew how to teach through love and sympathy. Principal Robert Spear, Evansville, led the discussion in which he agreed with the paper that sympathy is the most important thing. He also said the professional teacher should avoid peculiarities. Miss Omie Feagans continued the discussion in a well prepared paper in which she emphasized sympathy as the great need of the teacher. Supt. G. P. Weedman closed the discussion. He considered the most important qualification of a teacher a professional spirit. There was no general discussion of this subject.

AFTERNOON.—After an instrumental duet, the President appointed

Miss Belle Reser, Rockport, recording secretary. An opportunity was given for enrollment. Two hundred thirty-one teachers enrolled.

Prof. W. L. Bryan, State University, read a paper, "Child Study," in which he said: We have had many things in American Education' the old school and what went with it, the system makers, Froebel and his inspirations, Herbart and Hegel helping to lift educational questions from the plane of capricious debate. But we have not had what must underlie all true educational theory and practice, child study. We have indeed had naïve child study, such as people generally give to all sorts of objects, and we have had *philosophies* of child mind and child development. But in the field of the unconscious we have had not only these but also systematic, scientific study. The effect of this detailed study of facts in the unconscious world has been comparable to the effect which touching the world outside has upon a tree. Our race has been awakened up to a new life and growth and productively by its wide and delicate and organizing contact with the earth. We believe that a similar thing can result from a scientific study of conscious life. Random observation can be improved upon by deliberate, attentive and recorded observation. By division of labor and co-operation, we can far more thoroughly cover the field. The outcome of such study is not "merely physiological." Even if it were so, we educators should discourage it. Statistics show that the modern school is seriously threatening the vitality of the race. Educators are guilty if they deliberately refuse to consider the known facts in this field or if they discourage further investigation. But there is a growing literature relating to the mental development of children and this literature has such a quality and is increasing at such a rate, that it cannot be safely ignored. A number of our distinguished philosophic educators recognize this, e. g. Mr. Harris, Mr. Sandison. It must be remembered that there are two lines of battle in human progress. Some are engaged in finding out what is true, some in finding out what is best to do. Sometimes these lines are near together and become one. Sometimes they are a dozen or a hundred years apart. The psychologists of to-day are engaged in working out a very slow but fundamental evolution in the science of conscious life. This work will not be hurried. It cannot be required to deliver practical results on demand. A scientific study of psychology brings that altitude of mind which Prof. Burnham suggests is what we have in lieu of a science of education but not specific recipes. Scientific child-study must not be judged by its immediate practical results. If we are impatient we shall only delay the longer what we hope for. There is happily little danger of such a catastrophe. The excellent beginning made as shown in our literature, and the character of the men and women who are at work is a sufficient guarantee. It is worthy of special note, that the best of these workers are not revolutionists, but are earnest students of introspective and historical psychology.

What practically can be done?

1. Teachers everywhere who so desire can be directed to methods of

child observation, not mainly with the purpose of reaching scientific results, but for their own education.

2. Teachers may go to any of the many universities where such work is done and fit themselves for scientific study of children.

Miss Minnie Mullen began the discussion with a paper on the same subject. W. A. Millis, who was to follow, was absent. Miss Ella Williams, Boonville, continued the discussion in an earnest plea for weak, nervous children.

Supt. W. L. Morrison, Scott county, was to read a paper on "Professional Courtesy," but he was absent. Supt. C. W. Stolzer, Floyd county, presented the subject, and advised teachers to take lessons from the physicians who are trying to elevate the medical profession, and lawyers who are striving to raise the standard of their profession.

W. A. Bell said no teacher should allow his name to be used for a position when the person holding it is still considered by the board of trustees, or when he has any chance of holding it. Upon being questioned, he said the same courtesy should exist between county superintendents as between teachers.

W. A. Bell was called upon to give the stray shot, "Reduction of the School Levy." He said: "The state is the educational unit. It is the state that undertakes to see that the children of the state are educated. It makes the laws under which the schools are conducted; it provides for raising all moneys and pays a part of it directly; and it does all this in the interest of good citizenship. In order that all the children of the state may have approximately equal educational advantages, it collects money in proportion to the wealth and pays it out in proportion to the number of children. By this rule the wealthy communities pay in most money, and the poorer communities having most children receive most. This is as it should be, for the whole State is interested in having *all* its children educated. If the above principle is correct, it was a mistake for the legislature to reduce the 16-cent tax to 13½ cents, and the next legislature ought to restore the original figure."

Mr. Purdue, Newburg, suggested that it would be well for the teachers to form an organization for the purpose of child-study, whereupon Professor Bryan was called upon for an explanation of his work. He responded with illustrations showing how the work may be done.

THURSDAY EVENING.—The evening's entertainment was enjoyed by all. The musicians of Rockport furnished some excellent music. Dr. Burroughs, president of Wabash College, delivered an able and much-appreciated address on "Some Tendencies in Present Educational Thought."

FRIDAY MORNING, APRIL 6.—Mr. Funk, of New Albany, opened the meeting with prayer. Mrs. Gen. Taylor sang a solo. Supt. W. P. Hart, Clinton, read a paper on "Politics in the Selection of Teachers and School Officers." In this paper the educational system was thoroughly discussed. The author considered the close relations now existing between politics and education unfortunate. W. W. French, superintendent of Posey county, was first in the discussion. He said that

the duty of trustees in selecting teachers is a responsible one. The American citizen is a partisan by nature, but it is wrong for a trustee to fill his schools on a political basis. Ebba Branigin, Johnson county, was called upon to continue the discussion.

Miss Kittie Palmer, of the Franklin high-school, read a paper on "Why Do the Girls Outnumber the Boys in the High-School?" Among other reasons, she declared that the cigarette is largely responsible. The cigarette destroys the manhood of the boy and robs him of ambition to be something.

After a song by Mr. T. L. Jones, Rockport, Professor Curry, of the State Normal School, presented a paper on "Educational Qualifications of County Superintendents." Professor Curry said, in part: "The weakness of county superintendents consists in lack of professional skill. The superintendent should be the peer of the teachers under his control. There are two classes of superintendents—the pedantic, and those who keep the number of teachers equal to the number of schools to be supplied. The latter are the most successful. No one is eligible to the office of county superintendent without a practical experience in the school-room. He should be licensed by the state board and paid a good salary.

Supt. F. D. Churchill, Oakland City, who was among the number to give "stray shots," gave an interesting talk on "Short Cuts in Education. He said: "There are no such things as short cuts in education. This is manifest from the nature of education. Education is a growth. All growth requires its own time. It cannot be hastened. Natural processes cannot be shortened and natural products obtained. Things that are to endure are of slow growth. The mind is to endure. Its growth is therefore slow. Over-feeding will not hasten, but will hinder its growth." S. E. Carr and F. S. Morgenthaler, who were to give "stray shots," were absent.

The committee on resolutions submitted the following which were adopted:

Resolved (1), Thanks to the people of Rockport and all who have contributed to the success of the meeting.

2. That we favor the restoration of the state tax levy to a rate of 16 cents on the hundred dollars, and shall use our best efforts to secure action in this direction by our next legislature.

3. That we consider the appointment of an educational man as one of the trustees of the State Normal School a step in the right direction, and that we feel that our profession should be further recognized in the appointment of the boards of control of the State educational institutions.

4. That it is the sentiment of this association that the nominees for Superintendent of Public Instruction by the various political parties should be made from the ranks of those actively engaged in public school work.

5. That the president of this association appoint a committee for the purpose of perfecting a plan for systematic work by the teachers of southern Indiana and the subject of "Child Study," said committee to report at the next meeting of the association.

6. That in the death of principal Jas. M. Boyd of New Albany this association has lost an active and untiring worker and the teaching profession one of its most conscientious and able members.

The committee on nominations submitted the following report: For president, H. P. Leavenworth, Mt Vernon; first vice-president, W. F. Axtell, Washington; second vice-president, Mrs. Margaret DeBruler, Rockport; secretary, Miss Minnie Mullen, Edinburg; treasurer, J. A. Carnagie, Columbus; executive committee, Horace Ellis, North Vernon, chairman; H. C. Montgomery, Seymour; C. E. Morris, Salem; Miss Margaret Holland, Vincennes; Miss Clara Funk, Jeffersonville.

Place of meeting, North Vernon. This report was adopted, and the association was declared adjourned.

W. B. OWEN, President.

ELLA C. WHEATLEY, Secretary pro tem.

QUERY.—Who originated the idea of raising the flag over school houses in this country?

EARLHAM COLLEGE has arranged for a summer term. For particulars address the president J. J. Mills, Richmond.

THE Indiana Normal at Covington will open its next term May 22. It reports every thing prosperous. W. A. Furr is president.

UNION CHRISTIAN COLLEGE located at Merom is favored with an unusually large attendance this term. Rev. L. J. Aldrich is president.

DEPAUW UNIVERSITY will hold a summer school beginning June 19 and closing July 28. For particulars address Dr. J. P. D. John at Greencastle.

BEGINNING with May and continuing for several months to come, the literary part of the monthly examinations will be based upon Shakespeare's play, *Julius Caesar*.

HAMMOND opened her first free kindergarten April 9 with eighty children in attendance. Why do not other cities take this most commendable step. W. C. Belman is the superintendent.

WABASH recently laid the corner stone of a new high-school building. It was done with imposing ceremonies which were witnessed by a multitude of people. M. W. Harrison, the superintendent, retains his popularity by doing good work.

ANDERSON has just awarded a contract for a new eight-room school building to cost \$20,000. This will make the sixth new building the present board has erected. Anderson now employs fifty-six teachers. J. W. Carr is the superintendent and seems to be holding a steady rein.

THE National Young Folks' Reading Circle is an excellent thing for those not interested in the circle in our own state. States not having a reading circle of their own should give the National a hearty support. S. R. Winchell of Chicago is the general manager and will furnish all needed information.

INDIANAPOLIS High School No. 2 occasionally appoints a "visitors day" when all patrons of the school are urged to visit it. The regular program is followed and visitors are shown the "every day" work of the school. This is better than an "exhibition." The plan works well and can be heartily recommended. C. E. Emmerich is the principal.

DUBOIS COUNTY leads all others in its Teachers' Reading Circle work. Up to date thirteen teachers have completed the work and been granted diplomas. The county employs 125 teachers and the membership of the circle this year is several more than this number. This kind of work means substantial advancement of the teachers and of the school. George R. Wilson is the superintendent and directs the work.

EARLHAM COLLEGE is moving on in its usual way, except that it has better facilities and more helps than ever before and is therefore doing better work. Its natural science departments are splendidly equipped for doing work according to the most approved methods. Pres. J. J. Mills is leaving nothing undone that he can do that will add to the prosperity and efficiency of the college. The writer recently visited the college and was much pleased with what he saw.

THE National Educational Association will meet at Asbury Park, N. J., July 6-13, instead of at Duluth as heretofore announced. The change was made because the railroads in the northwest would not grant the usual rates and terms to members of the association. As-

bury Park is a famous watering place about 40 miles from New York City and can furnish all the facilities desired and at unusually low prices. Tickets will be good till Sept. 1 so that members can spend their summers on the sea-board if desirable.

MOORE'S HILL COLLEGE is booming this term. Notwithstanding the fact that there was an unaccountable and unusual amount of sickness in the place and in the school during the latter part of winter, and many unfavorable reports were spread in regard to it the attendance is unexpectedly and gratifyingly large. The normal department was never so large. Moore's Hill is doing good work and students feel that they are getting what they go there for. President J. H. Martin has about recovered from a severe attack of sickness and is again at his post of duty.

INDIANA UNIVERSITY.—In the recent contest under the auspices of the *Coming Nation*, Mr. J. M. Callahan, of the senior class, was successful. Edward Bellamy, one of the judges, in his letter stating the result of the contest spoke in the highest terms of all the essays submitted by Indiana University students. Mr. Callahan is a strong student and a well-known teacher. After a careful study of the scholarship question in high-schools, it has been decided to abolish all scholarships. Plans and specifications are now being considered for a new college building. A stone building with twenty or more recitation rooms is being contemplated.

THE public schools of Moore's Hill, Dearborn county, closed a successful seven month's term with a public entertainment on Thursday evening, April 19. The exercises consisted of recitations and dialogues from pupils of primary and intermediate departments and declamations and recitations by the eight graduates of the grammar department. A large part of the entertainment consisted of motion songs by the primary school. The citizens and parents say it was the best entertainment of its kind ever seen or heard of by them. An admission of ten cents was charged and over \$30 secured for the school library, which already contains 275 volumes, almost all of which have been purchased from the proceeds of similar entertainments. T. G. McCalmont has completed his third year as principal of the schools.

"NORTH MANCHESTER has sure enough gotten her *million dollars* for the endowment of an institution of learning. I was slow to believe this but a visit to the place convinces me. * * The donor is unknown to the public yet and desires to remain so. I do not know who he is. The new president Chas. F. Kriebel, who secured the endowment, tells me that the donor has several more millions." The foregoing is copied from the letter of a friend who went to North Manchester to learn what he could of this proposed university. The writer has been hearing of it from time to time but had so little faith in the large promises that he has not thought it worth while to speak of it in the Journal. It now seems to be fully settled, and plans are being devised to begin at once the erection of a building. Mr. Kriebel who secured the donation is at present supt. of the Butler schools. The Journal hopes to have more of the details in the near future.

ATTICA.—Dr. J. M. Rice recently visited the Attica schools and was afterward interviewed by the reporter of a local paper. The following are extracts from this report: "Your schools are on the right track, though not fully developed in the newer education. I mean by that, that time only is required to make them perfect. The methods are correct. Your superintendent is a live man and is working in the proper direction, and with the assistance of a good corps of teachers, he has already accomplished much and will accomplish more. I find little attention paid to text-books and there is a spirit of respect between teachers and pupils that is highly gratifying." "What are the criticisms

you would make on the Attica schools, doctor?" "There are none to make of the system or methods. As I said awhile ago, they are headed in the right direction and are progressive and wide-awake. The criticisms I would offer are only technical and these will be outgrown." W. H. Hershman is superintendent and should certainly feel gratified with such a report.

THE STATE NORMAL SCHOOL has over eleven hundred students in attendance this term, which is over a hundred more than were ever present before in any single term. This is remarkable considering the general stringency in money matters. Over thirty teachers are employed, and yet many of the classes are too large. The present building does not afford sufficient room and two or three rooms in the new building have been enclosed and are now in use. The new building when completed will be a great acquisition. It is about 100 feet square and its architectural appearance is much better than that of the old building. The basement which is light and well ventilated will be fitted up for gymnastic purposes—one side for men, the other for women. The first floor will be devoted exclusively to the library and will be the largest library room in the state. The second floor will be used for natural science purposes, and the third floor to society rooms &c. This building cannot be completed until the legislature makes further appropriations. Under the above named state of affairs it is not necessary to say that everybody connected with the school is happy.

DEARBORN CO. holds four associations each year. They come every other month and take the place that month of the township institutes and the teachers get pay for their time. These meetings are always largely attended. The best one this year was held April 21 after most of the schools were closed and it was a bad day, yet more than one hundred teachers were present—the whole number being 145. This county has a teachers' library of 500 volumes. The teachers pay an examination fee of 50 cts. and those not examined pay an institute fee of 50 cts. This added to what the county pays goes to pay the expenses of the county institutes, and the remainder goes to the library fund. The arrangement adds a goodly number of books each year to the library. Why is not this an example worth following? The commissioners of this county have seated and furnished a hall that will seat nearly two hundred and devoted it to educational uses. They have even furnished an organ for it. All praise to these commissioners. The county schools in this county average nearly seven months. S. J. Huston is serving his fourth term as superintendent and can be charged up with much of this work.

PERSONAL.

T. D. AKER, a State Normal graduate, is principal of the central ward building at Columbus.

GEO. B. COFFMAN has been re-elected superintendent of the Mooresville schools at an increased salary.

H. G. WOODY, superintendent of the Kokomo schools, was elected president of the Northern Indiana Teachers' Association for the coming year.

DAVID C. ARTHUR, principal Union City high-school, will spend his summer vacation in the Chicago University pursuing his studies in literature and history.

MRS. SUSAN G. PATTERSON, principal of the high-school, has been promoted to the superintendency of the Union City schools to take the place of J. R. Hart, resigned.

H. P. LEAVENWORTH, superintendent of Mt. Vernon school is president-elect of the Southern Indiana Teachers' Association.

DR. W. L. BRYAN will deliver the baccalaureate and Dr. Burrows of Wabash College, will make the commencement address for the Union City graduating class this year.

WALTER DUNN has closed his school at Waveland and entered the State University for the spring and summer terms. He will return to Waveland at an increased salary next year.

E. P. CUBBERLY, president of the Vincennes University, will make engagements to do institute work along the line of his speciality, the natural sciences. Along these lines he is a superior instructor.

PRES. W. W. PARSONS, of the State Normal School, will address the Union City high-school May 4th and in the evening will address the Union City Shakespeare Club and about two hundred of their invited guests

A. T. REID, last year and for several years past, superintendent of the schools at Winamac, has been spending this year in the State Normal school. Last term he taught two classes and this term he is teaching full time.

W. F. AXTELL, principal of the Washington high-school, was a candidate before the Republican State Convention for State Statistician, but was defeated by a crippled veteran of the war. Mr Axtell could have filled the place well.

MRS FANNIE M. BURROUGHS and Miss Zella Richter, Union City teachers, have been granted leave of absence for one year, the former to complete her work in the State Normal and the latter to attend Oxford Female Seminary.

J. F. KNIGHT has been re-elected superintendent of the schools of LaPorte with a substantial increase in salary *for a term of two years*. Why should not other cities follow this example? Mr. Knight will be glad to do institute work this summer.

L. O. DALE, formerly superintendent of Wabash county, who has been completing a course at the State University, is an assistant instructor in the State Normal School for the spring term. Mr. Dale will make engagements for institute work.

W. A. CLARK, for many years connected with the Lebanon, O., Normal school, has bought an interest in the Western Normal College at Lincoln, Neb., and will be dean of the faculty. Wm. M. Croan, formerly an Indiana man, is at the head of the enterprise.

CHAS. F. PATTERSON, superintendent of Johnson county, has been elected superintendent of the Edinburg schools to take the place of W. B. Owens, who resigns rather than suffer a small reduction in his salary. Mr. Owen will leave the schools in excellent condition and Mr Patterson is just the man to carry them forward.

DR. ANDREW STEPHENSON, professor of history and jurisprudence in Wesleyan University, Middletown, Conn., has accepted the chair of history in DePauw University. Dr. Stephenson is a successful institute worker and will give instruction in history and cognate branches if there are any institutes that desire his services.

O. L. KELSO, a graduate of the State Normal and for several years past principal of the Richmond high-school, has been elected a member of the State Normal school faculty, to take the head of the mathematical department. Mr. Kelso has made a good record in his present position and this promotion will meet with general approval.

E. E. SMITH, formerly a member of the faculty of Purdue University but for several years past the representative in the northwest of D. C. Heath & Co. with headquarters at Chicago, has gone to a new field

with Atlanta, Ga., as headquarters. Mr. Smith is a hard worker and will doubtless repeat himself and do a large business for his house in the south.

J. H. HENRY, superintendent of the Warsaw schools, was the only candidate in the convention, except Mr. Geeting, for the nomination of State Superintendent. Mr. Henry labored under the disadvantage of having had the two previous nominations for the same office and the other fact that he entered upon the race late. Under the circumstances he made a good fight.

SIDNEY H. MORSE, sculptor, of Chicago, recently gave a lecture on art in Indianapolis, illustrating the same both with the crayon and by actual clay modelling. The lecture was attended by about 800 persons mostly pupils in the high-schools. Mr. Morse can be secured for similar lectures in other towns that desire to cultivate art. He can be addressed at 66½ North Pennsylvania street, Indianapolis, Ind.

W. H. SIMS is completing his tenth year as superintendent of the Goshen schools and has been elected at an increased salary for two years more. When Mr. Sims took charge of the schools they employed 26 teachers, next year they will employ 36. Music and drawing have been introduced under special teachers and the kindergarten has been made a part of the regular work of the primary grades. This is certainly a good record.

THE HON. WM. T. HARRIS has been re-appointed Commissioner of Education by President Cleveland. This is a righteous appointment, entirely outside of politics. President Harrison appointed Mr. Harris notwithstanding the fact that he voted for Mr. Cleveland in 1888, and now President Cleveland appoints him notwithstanding the fact that he voted for Mr. Harrison in 1892. There is no question that Mr. Harris is the best man in the United States for that position. This will be conceded by the educators of the country almost without a dissenting voice.

JAMES R. HART, for eight years past superintendent of the Union City schools has been elected superintendent of the Lebanon schools at a substantial increase in salary. During Mr. Hart's superintendency at Union City the schools have made a substantial advance both in numbers and efficiency, and the school board has erected one of the best equipped school buildings in the state. The school library now numbers more than 1000 volumes. It is a compliment to Mr. Hart that he should be called back to the county he left to go to Union City. He was formerly superintendent of Thorntown.

W. S. BLATCHLEY, for several years past teacher of geology and biology in the Terre Haute high-school, was nominated on the Republican ticket for State Geologist. He graduated from the State University in 1887 having made the natural sciences a specialty in his course. For one year after graduation he was attached to the geological survey in Arkansas and then went to Terre Haute, where he has since been. He is a member of the American Association for the Advancement of Science, a fellow in the Indiana Academy of Science, and president of the Terre Haute Science club which is composed of the scientific members of the State Normal, Rose Polytechnic and other schools. For three summers past he has been connected with the U. S. Fish Commission.

PROF. W. H. MACE COMPLIMENTED.—It will be very gratifying to the friends of Prof. W. H. Mace in this city to learn that he has been invited by the London council of university extension to take part in their celebration of June of the twenty-first anniversary of the movement. He has done much to promote the success of the movement in this country. It is to be hoped that the people of this city will have the pleasure of hearing Prof. Mace lecture again. He is one of the very

few men that have the power to raise the study of history to the dignity and value of a science. The trivial tales of intrigue and gossip have no part in his lectures. He sets forth the great forces that move society and bring about revolutions in thought and institutions. At the same time he has the power to make the science of history as fascinating as romance —*Syracuse Standard*.

DAVID M. GEETING, superintendent of the Madison schools, is nominee on the Republican ticket for Superintendent of Public Instruction. He was born on a farm in the state of Ohio in 1852. In 1868 he came to Daviess county, in this state, and taught a district school, at the same time keeping up his own studies by attending Farmers' College. He completed his course in 1872, and in 1875 was elected to teach in the schools at Washington. Four years later he was elected superintendent of the schools of Daviess county. In 1883 he was elected a principal in the public schools at New Albany, and in 1885 was tendered a deputyship in the office of Harvey M. La Follette, then Superintendent of Public Instruction, which he accepted. He taught one year in the high school of Indianapolis, which position he left to accept that of superintendent of the Madison schools, which position he now holds. Mr. Geeting was one of the best deputies that ever served in the State Superintendent's office. He thoroughly understood his business, was always courteous and obliging and expedited business rapidly. He will make a good superintendent if elected.

BOOK TABLE.

In the Atlantic Monthly for May, Wm. Frederick Slocum, Jr., has a suggestive paper entitled "The Ethical Problem of the Public School" which will appeal to all who are interested in that side of the question.

THE NORMAL TEACHER, edited by W. A. Furr, president of the Indiana Normal School at Covington, contains many good pedagogical suggestions. It indicates the character of the work done in the school.

Nos. 60 and 61 of the Riverside Literature Series published by Houghton, Mifflin and Co., Boston, contain the "Sir Roger De Coverly" papers with an introduction and notes. Teachers of literature already know the value of these books. Price 15c each.

OUR DUMB ANIMALS is the name of a paper published at Boston by the American Humane Education Society that should be read by all boys. Teachers will find in it many articles that will make profitable reading for the school. The regular price is 50 cents a year, but teachers can get it at 25 cents.

No. 129 of Maynard's English Classic Series contains "The Vision of Sir Launfal" by Lowell. The volume contains also several shorter poems by the same author and an historic sketch together with explanatory notes. These features make the book valuable for students in English literature. New York: Maynard, Merrill & Co. Price 12c.

LITTLE PEOPLE'S READER by Georgia A. Hodskins, is published by Ginn & Co., Boston. It is seldom that so attractive a book finds its way into a school-room. The illustrations are modern and beautiful, the print is large and clear, the paper smooth and agreeable to the touch, and the binding very pretty. It is a *First Reader* with selections suitable for the first grade. Many of the selections are in script.

THE START is a magazine for young people, devoted to art, science and literature. The April issue, which is before us, is a thing of beauty in mechanical execution, in the character of its contents and in its numerous and beautiful illustrations. The frontispiece is a telling picture of "Mother and Child. The Start is edited by Sidney H. Morse

the sculptor, of Chicago. It is a quarterly, and comes at the exceedingly low price of 50 cents.

LITTELL'S LIVING AGE has been the favorite magazine in thousands of American homes during the past half a century. As indicated by its name it records all important movements in the literary world, supplying an amount of interesting and useful reading unsurpassed in quality and quantity by any other publication. Published weekly, each issue contains 64 pages or over 3,300 pages a year. Write Littell & Co., publishers, Boston, Mass.

THE AWAKENER is the name of a paper for Sunday-school teachers. It is published monthly by the Indiana State Sunday-school Union and is edited by the State Superintendent, Chas. D. Meigs, Indianapolis. The name indicates the purpose of the paper. Every Sunday-school teacher should read it and be stimulated by it to do better and more efficient work. It contains much that is suggestive and inspiring and must have a tendency to arouse teachers to more faithful work. Price 25 cents a year.

PRESIDENT HALL, of Clark University, Worcester, Mass., has in the April Forum the first of a series of two or three timely articles in which he goes over more surely and in a more plain-spoken way than has ever been done before, the actual condition of our higher education in the United States. In this first article he considers the true university work and intimates that there are no real universities in America except the Johns-Hopkins, Clark University, the Chicago University and the Catholic University of Washington.

PRACTICAL LESSONS in Psychology is one of the five volumes constituting the "Working Teachers' Library" published by the Werner Co. of Chicago. This volume is prepared by Prof. W. O. Krohn, of the University of Illinois, and is really a book on *tact* or "common sense" in teaching. It treats only of those phases of psychology that have to do with teaching, and all technical language is carefully avoided. The subject is made as simple as it can be made and might well be called "the common school teachers' psychology." Every teacher who expects to make a success must know something of mind-development and in this volume he can find just the help he needs. For a full description of this book with price &c, see the advertisement in the March Journal.

THE BOOK OF ELEGIES by James Baldwin, Ph. D., author of Famous Allegories and other excellent works on literature. Published by Silver, Burdett & Co., Boston. This is the third volume of a series of select English classics which the publishers have in course of preparation. The public is promised in the future books of this series specimens of the best dramatic literature, choice essays and studies in fiction. Mr. James Baldwin the editor was once an Indiana teacher and his taste in and appreciation of good literature assure us that we get in this series only the best. This volume contains The Lament of Adonis; The Lament of Bion; On the Death of Sir Philip Sidney; Lycidas; In Memoriam, and many shorter elegiacal poems. Copious notes, critical, explanatory and biographical, besides an excellent index, make this book valuable for general reading as well as suitable for class instruction.

READINGS IN FOLK-LORE, selected and annotated by Hubert M. Skinner. Published by the American Book Company, Cincinnati, New York and Chicago. Price, \$1.00. The beginnings of history and the beginnings of religion may be found in the legends and folk-lore of a country. The myths and legends of a people are so interwoven with its art and literature that an acquaintance with the one is necessary to the understanding of many expressions of thought and feeling in the

other. A knowledge of them is as valuable to the general reader as the facts of history, for they re-appear in poem, painting and sculpture, and they also illustrate many of the manners and customs of the country and times in which they originated. Formerly, study has chiefly been made of the mythology of Greece and Rome, but Mr. Skinner omits these and considers the myths of America, Great Britain, Norse countries, Germany, India, Syria, Egypt and Persia. An opening chapter considers at some length the nature and value of folklore. The traditions of the different countries named above are taken up in their order, and, after an outline of its system of heroes and beliefs, representative selections from the literature of the country under consideration are given. Under American folk-lore we note "An Indian Story," by Bryant and "The Culprit Fay" by Drake. Under British folk-lore we find Spenser's "Fairie Queen," Browning's "Child Roland to the Dark Tower Came" and Burns's "Tam O'Shanter." To students of literature as well as teachers, this little book will be a source of profit as well as a fountain of pleasure.

ROUSSEAU'S EMILE, OR TREATISE ON EDUCATION, abridged, translated and annotated by Wm. H. Payne Ph. D., L. L. D., chancellor of the University of Nashville. New York, D. Appleton & Co. This is a very important addition to the international educational series published by the Appletons, for as W. T. Harris says in his editorial preface, "without a study of Emile one cannot explain Pestalozzi, Froebel or any of the great leaders in education that belong to the present century. This is not a formal treatise on education as the title might indicate but the author gives us in moving features the different stages of development in a life from infancy to maturity, developed according to what he is pleased to designate as the "natural" method. We may not agree with Rousseau in his understanding of Nature's method, but we must conclude that this book so startling in many of its ideas will set the thoughtful reader, if a parent, or teacher, to weighing and comparing his own experience with the standard given, mentally inquiring how far he falls short or how widely the author has strayed into the visionary and impossible. Mr. Payne the translator who is well and favorably known to many Indiana teachers says of this book: "I have read many books which profess to illustrate the art of education and to prescribe rational methods of instruction, but to none am I so much indebted in all good ways as to the Emile and there is no other book which I can heartily commend to teachers as a perennial source of inspiration and kindly aid."

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

HOT SPRINGS, ARK.—America's great health and pleasure resort. Are you in search of pleasure? Are you a seeker after health? If so, there is one place above all others which should claim your attention. Hot Springs, Ark., "The Carlsbad of America," offers more and varied attractions to the pleasure seeker, tourist or invalid than any other place in the country, and with the present excellent facilities for reaching it via the Popular Big Four Route to St. Louis, and the well-known Iron Mountain Route, from that point, no one should miss a trip to this great resort. For full particulars call on nearest Agent of the Big Four Route, or send for illustrated pamphlets to D. B. MARTIN, General Passenger and Ticket Agent, or E. O. McCORMICK, Passenger Traffic Manager, Cincinnati. 3-4t

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THE LAW OF THE SCHOOL*

ARNOLD TOMPKINS.

The law of the school and the school law are not the same. The law of the school is its inherent nature, its informing life, which finds expression in that objective something called the school, consisting of teachers, pupils, books, apparatus and the school law. The law of the school is found in the idea giving rise to the school, an idea which is antecedent to and logically conditions the external form, including the school law itself. They are related as idea and manifestation.

The relation that should exist between the inner idea and the outer form is that of harmony, of freedom. The form must be such as to give the idea free activity in realizing itself. But from warping influences in the environment, school law and forms may enslave the law of the school. There are places on earth where school directors, under a false sense of economy, lower the tax levy and shorten the school term. This is done by permission of the school law, but in opposition to the law of the school. In faithful execution of the school law it may be necessary to crowd sixty pupils into the care of one teacher, but the idea which creates the school has not its freedom under such conditions. Under substantially the same conditions different States have different laws regulating the supply of books to pupils. These laws are not all best, and in so declaring we recognize something inherent in the school by which the school law itself is to be tested. Without such recognition we could not debate school questions. While never agreeing

*Read before the State Teachers' Association, Dec. 27, 1893.

concerning what is best in school law, we do tacitly agree always that there is a best if we could but discover it, and that this best is determined by something inherent in the nature of the school. It thus appears that the established order is not the ethical order. The fugitive slave law is rendered null and void by the inner law. History is a record of conflicts between the ideal and inner truth of things and external forms which were fixed by custom and law. There is a perennial strife between those who are loyal to form as against the idea, and those who are loyal to the idea as against the form.

The history of education is generally justified in a teacher's course on the ground that in knowing what has been it is known what ought to be. But the history of education cannot be read except in the light of the idea which has not yet realized itself. History shows how far the idea has succeeded in realizing itself, and this is vital to the teacher; but to learn what has been, to find in such external a standard for imitation, is servitude to form and not the freedom of an idea. The best text-book on a given subject cannot be made by averaging texts already made, and the best one existing cannot be excelled without recognizing an ideal beyond anything accomplished. To study school systems with a view to finding a standard in the average best thing is to keep the standard from advancing; the standard must be created and set up in advance of anything realized if progress is made. Not what is, but what ought to be, is the paramount question. The law of the school requires that the teacher struggle against environment to a fuller realization of the idea than has yet been attained. The strongest tension possible between the ideal and the environment must be maintained up to the risk of breaking with the environment. It is the universal law of life by which the real must continually yield to the ideal as it presses onward to realize itself.

No crime is so frequently committed by teachers and superintendents as that of comfortably and safely adjusting to existing conditions and prevailing sentiments among those for whom they labor. Whether a teacher is inspired by the idea so that he presses onward toward its realization, or whether simply wise in harmoniously fitting into prevailing modes and opinions, is a sharp line of distinction, and is a fundamental

basis for classifying those in the profession. It is worthy of note that those teachers put down in the world's history, and those in our own State of Indiana who have commanded the attention and respect of educational men, have been inspired with an idea which pressed firmly and constantly against existing conditions, while others have gone into hibernation to spend as securely and comfortably as possible the winter of their professional lives. To break with one's environment is to lose one's usefulness; to level to it is to have no usefulness to lose. What we need to insist on is the presence of an inner law, which must constantly reshape and mold the external existing condition of things on the basis of the external condition of things. Every ideal is in bondage to a real, but without the real which is its bondage it would have nothing from which to rise and assert itself. Outer forms and laws are but stepping stones of the living idea, which constructs for itself new stepping stones as they are needed. All of this, by way of impressing the thought, the law of the school must be sought for in the inherent nature of the school, and not in its external and accidental forms; must be sought in the idea itself.

Carlyle, in "Sartor Resartus," the philosophy of clothes, is searching for the spiritual essence of man. He first takes off the "palpable woolen hulls," then the "wondrous flesh garments," and then his wondrous social garnitures, and then progressively inward to the very soul's soul, to time and space themselves. By removing wrappings the essence of man reveals itself. Thus, by removing wrappings, the idea, the essence, of the school may be reached. This essence is its law. The idea school and the real school may exist without a thumb bell; hence a thumb bell cannot give law to a school. Both idea and school may exist without a clock; hence a clock cannot give law to the school. Both idea and school can exist without wall maps; hence these cannot give law to the school. The school may exist without a library and a gymnasium; and the law of the school does not arise in these. The school may exist without a schoolhouse, as Garfield has suggested; hence the schoolhouse cannot give law to the school. The school can exist in idea and in fact without, as it has done, a State Superintendent, or county superintendent, or trustee, or director; hence these cannot give law to the school. The school may

exist, as it has, without school law; hence school law cannot give law to the school. But the idea school vanishes if teacher and pupil be dropped from thought. These two, in co-operative unity, constitute a school, and the law of the school must be found in their relation. Thumb bell, clock, wall maps, gymnasium, library, schoolhouse, school officers and school law exist for the sake of the unity between these two. The vital unity between teacher and pupil requires all the external appliances of the school—gives law to them. In this unity, and not in school machinery, is to be found the ultimate law of the school.

Searching, then, in this organic unity of the two minds for the law, first be it noted that this co-operative unity is for the sake of the pupil and not the teacher; that while teaching and learning are the two phases of a co-operative activity, one of these is means to the other, and exists exclusively for it. This is the distinction which Plato, through the character of Socrates, urges on the sophist in searching for the nature of justice. The sophist had declared justice to be the interest of the stronger. But Plato urges that justice always considers the interest of the weaker. He claims that a shepherd, in the character of a shepherd, conducts himself with reference to the welfare of his sheep, and not in the interest of the shepherd; that a physician, as a physician, is guided by the welfare of his patient, and that in so far as he is guided by money interests he is a business man, and not a physician; that a Governor of a State, in the character of Governor, must act with sole reference to the welfare of his subjects. The teacher, too, has a business side, but in so far as he is teacher his conduct must be regulated entirely by the welfare of his pupil. This truth is so obvious that it seems useless to discuss it; yet there is nothing of which we need so often to be reminded. No fault of the teacher is so great or more common than that of permitting self-interest to stand in the way of the highest good of the pupil. But it is none the less criminal because common. When some trustees in one of our counties used school money for their own interests they were counted criminals and fled before the hot wrath of an outraged public to the cooler and more congenial clime of Canada. But their crime consisted in nothing more than shortening the school term and preventing

so much opportunity on the part of the child; in considering their interests instead of that of the child. That other trustee in the same county who dropped a true and tried teacher of valuable experience for the doubtful and untried one to wield local influences to serve his own interests was no better than those who had the money in their pockets. Both robbed the child. The form of their crime was so different that one remained an honored citizen, while the others were the subjects of contempt and ignominy; but both robbed the child. Whenever a city superintendent selects the poorer teacher, such as sometimes press the claim of home talent, in order that he may stand in with certain influences, consents to rob the child and ought to be hooted to Canada to keep company with his brethren. And so ought the teacher who, for selfish reasons, forgets the child in his eagerness for popularity to control influences which make his calling and election sure. When Lincoln, at a critical period in the war, desired to make a call for soldiers, he was reminded by the politicians that he was a candidate for re-election to the presidency. With characteristic devotion, he replied that it was not necessary for him to be elected to the presidency, but that it was necessary to save the Union unbroken to the next man who filled the presidential chair. Such must be the spirit of the true teacher; self-forgetful devotion to those whom he serves.

And this suggests the positive side of the teacher's character. The law of the school is positive, not negative. It requires an all-absorbing enthusiasm for the child; not simply that certain things be desisted from, but that there exist such eagerness to administer to child's life-necessities that all the energies of the teacher's life are bent to the issue. Thus self-denial becomes a privilege and a pleasure. The teacher's interest and that of the child are one, and the teacher labors with a self-forgetfulness which makes the beauty of charity. His burden is that of saving the child, and not himself. Sometimes this relation seems to be reversed. Teachers and superintendents seem to say that children are blessed things; without them we would have to follow some more uncongenial business. According to this idea sometimes superintendents argue that graduates from the High School should be given positions as teachers in the school from which they graduated.

As much as to say, "They have patronized me and the school board by attending our school, and thus kept us in employment, and now we ought to give whatever remuneration we can, i. e., if the child can be made to pay the bill. Nothing against home talent, if it be talent; but such a basis of choice is fraught with danger, and is a violation of the primary law of the school, which requires a disinterested devotion to the child's good.

The great teachers who have come down to us through history are so because of their devotion, yea, their unbounded enthusiasm, for the pupil. Can we doubt it after reading the life of Pestalozzi, Froebel, Arnold, Horace Mann, Mark Hopkins? The theorist and the philosopher may make their mark in that direction, but the man or woman known, esteemed, honored and loved as a teacher must become so through intense sympathy with the unfolding life of others, a sympathy which gives no peace except in the self-forgetful labor of nurturing the life of those struggling for better things.

But while enthusiasm is the fundamental relation existing between teacher and pupil—the fundamental relation constituting the school—it is not all of that relation. Blind enthusiasm does not constitute the necessary relation; it must be guided by a rational insight into the nature and laws of the child's life. He must be conscious at every touch of the shaping influence on the child. We have been long conscious of the external means used in the work of teaching, and have done considerable in becoming conscious of the mental process involved in learning and in teaching a particular lesson. But the very nature of the work we undertake requires us to rise above all this and become conscious of the universal value to the child of every teaching act. We are conscious of the external means by which to teach the cube to the child, and we have analyzed the process by which he forms his concept cube, but unless we can state the value of his cube experience in terms of his unfolding life we have no intelligent reason for producing the experience. We know the material means and mental process by which the pupil forms his picture of the earth, but we can have no reason for awakening the picture and cannot rationally do so unless we know how such a process and product is to aid the pupil in solving his life problem.

Every lesson the teacher hears alters in some way, and permanently, the pupil's whole after-life. If its future life is to be the same as its past there can be no excuse for giving the lesson. A pebble dropped in the Atlantic disturbs all its waters, the waters of the Pacific, the solid parts of the earth, the air above, and, through these, the cosmic forces of the universe. Every lesson reshapes the pupil's life from its center to its circumference; gives it new motion, new current, new tendencies, and, through the wonderful alchemy of influences, it modifies the spiritual forces of the world. Ordinarily the teacher's consciousness does not go beyond the here and the now of the lesson; its influence does not reach beyond the programme and the lump of subject matter delivered. Yet every time the pupil's life is touched in the lesson periods the waves circle out to the other shore, and the teacher should keep the eye on the other shore. It is a much higher state of professional consciousness to feel the universal value to the pupil of a given lesson than to know simply the mental processes involved in that particular lesson or the external machinery of the school by which the processes are stimulated. In the past few years much has been done in normal schools by way of psychologizing the subject matter of specific lessons. This is well; it had to be done. But will we not soon be ready for the next step—the transforming of particular lessons into the pupil's laws of growth? Or, to face it about, are we not soon to try to determine what subject matter and what lesson should be given in the light of the nature and laws of the pupil's life? We teach what is given us to teach without a rational consciousness of what we do. Froebel took his standpoint in the nature and laws of child life, and worked his way downward. The nature of the child requires certain experiences with this world about us, and from these experiences he ascertained the means to be used in the form of kindergarten gifts. To him the child was the lawgiver. The teacher must never be satisfied, and never can be professional in the highest sense, until the law in the spiritual growth of the child becomes his conscious guide in all that he does.

Thus the law of the school requires, in addition to the teacher's sympathy for the child, a consciousness of the rational process by which the life committed to his care is unfolded.

And this must be taken in no abstract and general sense; it means that this teacher, here and now, in this particular first-reader lesson, is vividly conscious of its full life meaning in the act of conducting the lesson. In general propositions we admit all this, but what needs to be insisted on is the necessity that the teacher, in his daily, concrete teaching experience, be stimulated and guided by the largest meaning which the lesson has for the child. We often speak of a teacher's professional spirit. Professional spirit is the feeling born of the consciousness of skill in aiding the pupil to realize the highest ideal of human life. It is the ideal in his life which the teacher labors to realize. How can there be professional spirit in teaching unless the teacher, in the act of teaching, sees the relation of what he is doing to the pupil's life process, taken as a whole?

If we should draw more nearly to this law we should find that it means that the teacher must be conscious of the unity between the life of the pupil and the infinite life about him. The highest conception the teacher can reach, and which is required by the law, is how the pupil is to be brought into unity with the thought and life of the world about him, for it is in and through this infinite life that he is to find himself. To know how the pupil's life unfolds is to know its relation to the world about it, since it can unfold only in touch with the spirit and thought manifested in that world. The little flower whispers of the infinite; the teacher must know what message it has for the pupil, what increment of life it brings to him. The lily speaks of thought, and plan and purpose; breathes forth innocence, purity and beauty. How such may be realized in the pupil's life is the question. "My heart leaps up when I behold a rainbow in the sky," said Wordsworth, for he found his life in it. To him a rainbow was a heart leap. The problem for the teacher is how to get the heart leap out of the rainbow for the child. It is not ultimately a question of petty methods and processes. Socrates's life was strong, self-sacrificing and heroic; the problem for the teacher is to make the pupil one with Socrates in self-denial and heroism. The heavens declare the glory of God; how shall the pupil make that glory his own. Thus the pupil's finite life realizes itself through its touch with the infinite life. The law of the

school requires the teacher to be conscious of the relation of one of these to the other; to be conscious of how the pupil finds his highest and truest self in the life which is in all and through all. This is the highest consciousness with which a teacher can teach; the law of the school permits nothing less.

The foregoing emphasizes the idea that the teacher in living touch with the pupil constitutes the school. But the school is not found in this simple form. All in all, it is quite a complex piece of machinery. There are many pupils; there are classes; there are school officers and school laws; schoolhouses, apparatus, libraries, etc. There are many processes to be performed aside from the central one above described. Teachers must be examined, the coal bought, the house cleaned, the record kept, classes called and questions asked—a manifold process so absorbing in variety and interest of details, so overshadowing the little silent process wherein the miracle is wrought that the external means become an end in the consciousness of the teacher. The central process described should command all the external and remote appliances and processes; it should ever hold a commanding place in the teacher's thought; but it is uniformly true, and necessarily true, it seems, that the teacher, before reaching his freedom in the central law of the school, must pass through some form of bondage to the machinery which conditions his labor. This is also true of the state. Machinery we must have. We must have laws for raising revenue, a school system, school officers and such instrumentalities. Indiana's record in struggling to secure a school fund and a school system is a worthy one; but sometimes it seems that the greater emphasis given to the system the more danger there is in forgetting the child. With some thoughtful people whom I have heard express themselves it seems a question whether the child can survive the machine—the machine versus the child. We have just pride in our success in grading our schools, but who has not been pained by the fact that the grading became the end, and the life of the child crushed out in the process? For some time we have had more to say about our perfect grading than about the thing we are really here to do. We cannot have good schools without good grading, but a very poor school may be found where there is good grading. We scarcely say anything perti-

ment when we boast of such things. Let us tell what kind of teaching is being done; certainly in the teaching act is the place to test all appliances. No appliance is good so long as it is used as an end. All appliances are good when subordinated to their proper relation and work. One of the most interesting and difficult problems for the superintendent of a school or system of schools, whether city, State or county, is to find his way to the pupil through the complex machinery with which he necessarily labors. The teacher finds his way directly, the superintendent indirectly; but he must find his way or he is no superintendent. His life must touch the life of the child. The long line of appliances and forces standing between him and the child are there only as a means by which he can reach the many, and, if he gets himself tangled up in the machinery, may not reach the child till too late for the rescue.

INDIANA UNIVERSITY AND HER PRESIDENT.

The past ten years have witnessed great changes in Indiana University. The attendance has more than trebled, the faculty has grown from a small number to almost fifty, and the efficiency of the school has in every way been greatly improved. The inauguration of the noted scientist, Dr. David Starr Jordan, as president in 1885 was a decided innovation in the college world. Many were the prophecies that only failure could result. As a matter of fact, it marked the first great advance in the history of the school. The reform in the curriculum was almost sensational. That it was genuine is proven by the large number of institutions now adopting it. A leading professor of Columbia College pronounces it the best. By this reform Indiana University announced to the world her belief in the democracy of letters. Any study, properly pursued, is the equal of any other. She grants the A. B. degree for Greek or German, mathematics or botany, philosophy or economics; in fact, for any subject that is carefully and thoughtfully studied throughout the college course.

President Jordan's promotion to the presidency of Leland Stanford, Jr., University, in 1891, is well known. Dr. John M. Coulter, another well-known scientist, was immediately elected

as his successor. For two years he was the popular and successful president. He was in complete harmony with the plans of his predecessor. On his resignation to accept the presidency of Lake Forest University, Joseph Swain, professor of mathematics in Leland Stanford, was placed at the head of the institution.



PRESIDENT JOSEPH SWAIN.

The new president was born at Pendleton, Ind., June 16, 1857. His early life was spent on the farm, working in the summer and attending the district school in the winter. When still quite young he became a school teacher. He taught several terms with marked success. His teaching whetted his desire for an education, and so we soon find him in the academy of his native town preparing for college. He entered Indiana University in 1879 and graduated in 1883. During his college course he was a popular student and the recognized leader in many college affairs. Immediately after graduation he was elected assistant in mathematics in his alma mater.

He continued to study both mathematics and biology. He is the independent and joint author of numerous scientific papers which have appeared in the publications of the National Museum.

In 1885 he was elected associate professor of mathematics, with a year's leave of absence. The year was spent in study at Edinburgh University. His work here brought him into close contact with Prof. C. Piazzzi Smythe, astronomer royal for Scotland, and Prof. Chrystal, the great mathematician. From 1888 to 1891 he was professor of mathematics in Indiana University. The department, under his leadership, became one of the very strongest in the university.

In 1891 Dr. Jordan called him to the head of the mathematical department in Leland Stanford, Jr., University. He organized the work and made the department a strong one. As the close personal friend of President Jordan, he had perfect insight into the workings of the university, and as the chairman of the committee on student affairs he had a great deal to do with the practical administration. This work helped to develop his native executive ability, and prepared him well for his duties as president. Senator Stanford had the greatest confidence in him, and it was his desire that he should be made vice president of Stanford and the general control placed largely in his hands.

As a teacher Prof. Swain is patient and careful. He gives that careful attention to details that insures to his students a true understanding of the subject. He is popular and inspires great confidence.

He has brought into the office of president a strong business sense that insures the financial affairs of the university to receive the same careful attention that is demanded by any other large business concern. He has remarkably good judgment. His estimate of men as to their suitability for college positions is surpassed by few, if any, college presidents of the country. His wide experience and his contact with men of all kinds has given him the power to sympathize with all classes of students. His frank open-heartedness makes every student his friend, and, reciprocally, he is the real friend of every student.

The present year, the first of his presidency, has been by

far the most successful in the history of the institution. There have been more students, better work, a larger faculty, and, in the words of ex-President Jordan, "the best faculty the university has ever had." President Swain has those admirable traits of character—frankness, manliness and Quaker honesty—that must continue to give him the highest success in the presidency.

The State Teachers' Association, at its last meeting, expressed its faith in him by electing him president. He will serve the teachers well. In them he has the greatest confidence, and for them the warmest sympathy. He is striving hard to make the university the servant of the State, and especially of the teachers of the State. Many courses are arranged with special reference to the needs of high school principals and superintendents. The large and increasing number who are taking advantage of these courses show that the plan is highly appreciated. Everything indicates that the university is now entering upon a period of greater usefulness than ever before.

SHE WAS A PRIMARY TEACHER.

LUCY B. INGRAM.

I boarded with her one summer in a dear little town by the sea, and I confess I was guilty of watching her. Why? Principally because she was an interesting young woman, and also because I knew that for two hundred days in the year she helped the little children to grow conscious of the big, beautiful world around them. She did so many things—danced, yes, and danced gracefully and well. But right seriously and earnestly did she talk of her interest and experience in the college settlement where she had passed a part of one of her vacations.

The financial condition of the country appealed to her, and her comments were fresh and keen. She understood the art of cutting a well-shaped gown—it was in those days when "bell skirts" were dear to every woman's heart—and entered into a discussion as to its merits with enthusiasm.

She liked baseball, knew the latest and most improved fish-

ing rods, could row a boat and tell a bird by its song, and as frankly as she stated her fondness for a baseball game she owned to a thorough appreciation and love for Mrs. Browning.

You say she was a prodigy? Not a bit. Simply a healthy, happy young woman, with a cultivated mind and body. "Who is she" was the question invariably asked by every newcomer, and the astonishment caused by the answer, "She is a primary teacher," was amusing and at the same time suggestive.

Is there any law, I asked myself, forbidding a teacher to be interested in any subject except "school?" Because a young woman devotes a part of her time to teaching, may she not enjoy thoroughly the doings of a larger world than hers? Isn't it just at this point where some of us fail? Hence the surprise of those not particularly interested in the school world when a public school teacher is met with who has wide and varied interests.

It will not hurt us to know the latest story by Gilbert Parker, or that the "Vigilant" is the fleetest American yacht, or to understand thoroughly the history of the silver bill. It is well for us to keep a finger on the throbbing pulse of the busy life about us. Let us know of the work of the Andover House in Boston, the Hull House in Chicago, of Toynbee Hall in London, for it is a grand time to be alive in this, the opening of the twentieth century, and we must have interests broad and deep and high if we would rightly live.

"'Tis life, not death, for which we pant,
More life and fuller that we want."

—Primary Education.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

THE STUDY OF CHILD MIND.

Some time ago a partial account of an experiment or test made upon the pupils in many of the schools of California was given in this department. It consisted of reading a poem to the pupils and then asking them to draw three pictures they had from the poem. The main purpose was to form some

little idea, if possible, of what kind of incidents or phases of incidents were most attractive to children. The papers showed many other points as well as the main one set out to be determined. There was no preconceived theory that the originators were trying to establish.

Observation of children and a record of them exactly as seen has been a feature in different schools for the training of teachers. We are coming more and more to see that special study of each child to find out his actual condition, his needs, his possibilities, is a necessity in really effective teaching.

The Forum for May has an article on "Child Study," giving the idea of this kind of work as carried on last year in the practice department of the State Normal School at Platteville, Wis. The students who were doing practice teaching with the pupils made and recorded these observations, as well as the teachers, who had permanent charge of the pupils in the practice department. I may also add that the insight into child mind that the practice student showed was made a test of the student's teaching ability in this direction. The following are some of the records made at different times during the year:

(1) Oct. 1.—Age six years; bright, but lacks continuity and power of concentration; does not seem to think at all in number work. Nov. 15.—Perceptive powers very active, but no power of concentration; nothing is assimilated; his teachers are working faithfully to gain better habits of attention. Jan. 13.—Marked improvement; a good growth in attention and concentration; more thoughtful in his bearing; memory much improved. March 8.—Has been absent and lost ground; his work, as a rule, is good. May 23.—Is growing beautifully; inclined to distrust himself; is a helpful child, sympathetic, interested in others.

(2) Oct. 1.—Age eight years; good mind; sensitive, reticent, sometimes covers this with an air of bravado; a careless worker. Jan. 17.—Improved habits in work, in conduct and in thought; realizing his possibilities rapidly. March 18.—Has been doing good, even work; much interested in natural science. May 24.—Not working up to the level of his power; careless about form; all hand work poorly done; frequent

lapses in attention; is a child who lives in a world of his own.

(3) Oct. 1.—Age ten years; heavy-eyed; not well; hearing and sight slightly defective; wanting in self-trust. Jan. 9.—Marked improvement; very uneven in his work; inclined to be self-distrustful. March 8.—Marked improvement; still self-distrustful and uneven; influence not always good. May 23.—Progress for the year excellent; has gained in power to think; is much improved in bearing; interested in the work of others; gaining the respect of the class; still wanting in self-trust.

(4) Oct. 12.—Age ten; dreamy and absent-minded; a good thinker when aroused; he has never done his best; does not know what real work is. Jan. 15.—Excellent improvement; more at one with his class; less absent-minded and listless; a child with a good mind, but with irregular mental habits; inclined to jump at conclusions. March 22.—He has made little gain during the last quarter; he is still inclined to inattention and listlessness. May 24.—Work still uneven, though much improved; he observes well, reasons; better habits of attention; improved bearing.

These reports show the child's tendencies and habits, both good and bad, and his strength and weakness in these directions. After giving such careful thought to each child as the teacher making the foregoing reports must have done, she certainly has a pretty definite idea of the child's greatest needs. The teacher is now able to direct the work in geography, reading, number, language and other subjects so as to bring about the particular kind of activity the child most needs. This assumes, of course, that the teacher has a thorough knowledge of how the subjects should be presented, based upon the universal characteristics of mind.

When the teacher has thought out just the points that should be made in the little number lessons, and knows in what order these should be presented, she should then make a study of the number lesson in relation to the individual children. There is one child diffident and self-distrustful; another is forward; one jumps at conclusions; one does not observe carefully; one is careless in position, language, board work, etc.; one inattentive, and so on. Before beginning the recitation the teacher should decide upon some feature of the number lesson or the way in which she will conduct the work that

will give these different children a little exercise of the kind each particularly needs. All successful teachers do this to a certain extent, whether consciously intending to do so or not, but it will be far better when there is a thoughtful, pre-determined purpose in it.

Then the habit of putting the record of each pupil into written form has its special value to the teacher. The work is much more likely to be accurately and systematically done. It affords a record for the year that will help to show the progress of the pupil.

The large number of pupils most teachers have make this work well-nigh impossible, but each teacher can do something with it. One plan suggested in the article referred to is that of keeping a record of a few pupils only—such as stand out distinctly in their class for any reason whatever. In connection with this it might be suggested that a record be kept of the dull and backward children and some phase of each lesson be thought of in special relation to this class. It is the interest and progress of the dull child that marks the real ability of the teacher. The bright pupils will learn even under a poor teacher.

ONE PHASE OF LESSON 15, INDIANA THIRD READER.

The children had put half an hour's study upon Lesson 15, of the Indiana Third Reader, "A Story About Wishing." The story is as follows:

An old man and his wife were sitting before the fire in their humble cottage. They were very poor, and both of them had to work very hard to earn a living. They were grumbling about their hard lot, when a queer-looking old woman came in and offered to grant them three wishes, and three only. The old man wished for a dish of sausage, and instantly they were before him on the fire. Out of patience at her husband for this wish, his wife cried out, "I wish they were hung on the end of your nose!" This was immediately done, and the only thing left as a third wish was that the sausages might be taken off. The old man and his wife were now no better off than when they began to wish.

At this time they had been asked to find out all they could

about the character of these old people and their reasons for thinking so. They were also to see if this would throw any light on the reasons the author might have had in writing this story.

The first thing the teacher did in the recitation was to hear what the pupils had decided as to the character of these old people. They were sure, from the lesson, they were old and poor, and had to work very hard to get along. Some said they believed in fairies, others that they believed in witches, and others that they liked to get things without paying or working for them. The teacher spent no time at this point on their answers, but they had made her see just to what extent they were able to get the real meaning out of the lesson. So she put a question to touch what she thought was one of the vital points in the lesson:

"What do the visit and the offer of the old woman show about the character of these people?"

The puzzled look that came over the class showed they had come up to something they had not expected. One child said those things showed they believed in fairies; another that they believed in witches, while another insisted there was nothing in the point, as "the story is not a true one, anyhow." This question failed to bring out what the teacher thought was the essential thing, so she put a different and more immediate one:

"What were these people going to give the old woman for whatever she might give them?"

Pupil—They did not intend to give her anything."

Teacher—Is that the way people usually get property or anything valuable?

Pupil—It is not.

The chronic objector said he knew a man who is very rich and he did not have to work or pay for what he had—his father had given it to him. If the teacher had wished she might have shown him that there is a view in which the son gave some return for the property, but she insisted on the way people usually get property or other possessions.

Teacher—Did the old people think it would not be right to take such things from the old woman without paying her in some way for them?

Pupil—The lesson doesn't say so or in any way make me think they thought it was not right.

Teacher—Did these people seem surprised and think it unusual that a queer-looking old woman in a red cloak should come to them and make them the offer she did?

Pupil—The lesson doesn't make me think they thought there was anything strange or unusual about it.

After a little more work the pupils summed up the points just made, and said these people did not intend to give the old woman anything in return for what she might do for them; they did not seem to think they should give her anything for what she might give them; they did not seem to think the visit and offer from the queer little old woman at all unusual. Then the teacher referred to her first question: "What does the visit and offer of the old woman show about the character of these people?"

One child said it showed that these people thought that the way persons who had property got it was that somebody gave it to them; another said they did not seem to think it took work of some kind to get things; a boy remarked that he supposed they thought they were poor because they had bad luck. Then came the teacher's question:

"Did they think people had success because they deserved it, or did they think it was somewhat of a 'happen so' whether people were successful or not?"

Then followed a review of the old woman's visit and the way it was received. Just as the children thought they were ready to answer the question they were startled by this announcement:

"I don't want you to answer the question yet. Let us consider another point first and see if that will throw any light on it. Is this a true story?"

The class thought without a doubt it was not true. They were unanimously of the opinion that no person could grant such wishes as the old people made. So they were quite sure it was not true.

Teacher—Is there anything in it that is true?

Then they enumerated many things that "might be true"—enumerated nearly all the particulars except the granting of such peculiar wishes.

Teacher—What do you suppose the author put this queer-looking little old woman and her granting of wishes into the story for if it is not true?

One said: "It makes the story more interesting." Another: "It helps to show the kind of people they were, just as we said a little while ago."

Teacher—Are there any other people like this old man and his wife in believing they have not as much as they deserve (grumbling at their lot) and seeming to think that some other people have a great deal more? Are there any other people who would be glad to get anything they might want with no work except wishing for it?

The children felt sure many such might be found. Then:

Teacher—Is there a way of thinking of the part of the story of the old woman and the granting of the wishes that shows there is truth in it?

This was worked over fully, and finally the teacher referred to the question they had left—did these people think success came because it was deserved or did they think it was largely a matter of chance? This was left without a decision either way. The children did not see data for a definite conclusion. The teacher's work here was hardly as clear cut and decisive as it should have been, but she was afraid of unduly influencing the pupils in reaching conclusions, and felt it was better educationally to let the point pass and hold it open for further light. The teacher's next question was:

"Why were these people poor?" Various answers, based upon the work just done, were given.

Teacher—Is there nothing else in the lesson that indicates or shows us why they were poor?

First Pupil—I think one reason is shown in the way they wished. The old man wished for sausage the first thing.

Second Pupil—I don't think that helps to show why they were poor. He may have been very hungry, and they still had two more wishes.

First Pupil—I don't mean in that way. He seemed to wish for the first thing he thought of that he wanted, and did not try to see what would be the very best thing for them. The lesson says the man "exclaimed," so I don't think he waited to study about it.

Pupil No. 2 was satisfied that this view might be taken.

Pupil—The wife seemed just as thoughtless as the husband, and her wish was still more foolish.

The characteristics of these old people as shown by the kind of wishes made, their haste in making them, etc., were brought out. The second part of the assignment—what light these things throw upon the reasons the author had for writing this story—was left to be worked out the following day. It must be remembered that this recitation was but one of several upon the same selection, as it is readily seen that the assignment covered a very small part of the work that should be done with such a fruitful lesson.

LEND A HAND.

[This department is conducted by Mrs. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

OVER THE YEARLY REPORTS.

The teachers of Maple Grove school were finishing their yearly reports. Column after column of figures were spread upon sheet after sheet of report blanks. Weary were the faces that bent over the work; weary were the brains that "averaged this and averaged that." Suddenly Miss A. dropped her pen and exclaimed petulantly: "I can't work another minute! I spend five minutes writing down items and ten minutes in correcting the mistakes I have made. I wrote the attendance in the deportment column and the 'times tardy' in the place for 'days absent!'" "Misery loves company," accept a companion in woe," said Miss C.

"Let us rest ourselves a bit;
Care—wave your hand to it,"

She quoted airily, tapping the offending report to emphasize "care."

"O-o-h!" cried Miss D., tragically, as a blot fell upon the nearly completed page before her.

"Hard times these; a great fall in ink," remarked Miss C., dolefully.

"Isn't it just too bad?" Miss C. appealed.

"It is, it is. Let us rail at the world together,' while you apply blotter and ink eraser," responded Miss C.

"Well, I feel like 'railing,'" said Miss A., emphatically. "I think examinations are a nuisance. They wear out teachers and pupils and set up a false standard. Pupils think that high per cents. are the end and aim of school life. They study just for examination. Progressive teachers are doing away with promotion upon examination. They promote upon the teachers' recommendation. I know what my pupils can do. I don't need to spend hours and hours of valuable time and strength poring over papers and making out reports just to find out what I already know. My pupils looked so tired and worried that I felt like telling them to put their examination papers in the stove, for I knew who could be promoted. Examinations are away behind the times, and if we weren't out here in the woods we would not have them."

"Please turn your back a moment," requested Miss C. "I wished to see if moss had grown on it while you were grading papers here in the woods," she added with mock gravity.

"You needn't make fun," said Miss A., with rising color, continuing recklessly: "Examinations are a nuisance; they are worse, they are really wicked; they promote dishonesty. They invite pupils to cheat. I think some of mine have higher marks than they deserve; they have to sit quite close together, and a side glance at a neighbor's paper may give the bit of information needed. Then a few have less than they deserve, for they can neither memorize nor express things well in writing. So these per cents. are unjust after all the hard work in getting them. Examinations are a temptation to teachers, too. One hates to have other teachers pluming themselves upon getting higher class averages. Some one said that Miss K., of L. schools, always has such high averages because she purposely spends most of the time looking out of the window, during the examination, to give her pupils opportunity to communicate. Most of us are tempted to drill along the lines that the examination questions are likely to follow."

"Well," said Miss D., thoughtfully, looking up from the fast-disappearing blot, "Superintendent Blank said he was thinking of trying some other plan for promotion next year."

"Let's unanimously ask him to try promotion upon the teachers' recommendation," exclaimed Miss A., impulsively.

"Miss B., you haven't said a word; 'speak the speech, I pray you.'"

"Not quite as you pronounce it to me, Miss C. The charges against examinations have good foundation, but 'let us look before and after,' lest 'we pine for what is not' when we have burned our boats. On the whole, examinations have been a great benefit to me. I occasionally have trial examinations during the year, because if the pupils cannot express their thoughts correctly on paper both I and they see that the work has not been sufficiently thorough. I received a salutary lesson at the close of my first school. I shed bitter tears over the low per cents, which were as great a surprise to me as my pupils. I honestly thought my work had been thorough. I saw for myself the mistake."

"Don't you think the teacher knows who should be promoted?" asked Miss A., incredulously.

"Not always. Inexperienced teachers are likely to be mistaken. It takes two figures to express the years that I have taught, yet every term my estimate of some pupils is modified by their examination work. Just as some are at a disadvantage on examination, so others appear at their worst during recitation. Compare the timid child with one who has an abundance of self-confidence. The one knows his lesson, but becomes confused and fails; the other makes great ado over the one point that he has learned and comes off with flying colors. But at the examination the timid boy gets his rights. Examinations tend to preserve good feeling between parents and teachers. Listen to these figures: Arithmetic, 40 per cent.; language, 60 per cent.; geography, 50 per cent.; spelling, 75 per cent.; reading, 70 per cent.; writing, 65 per cent.; combined average, 60 per cent. That is the record of Christopher Nicholas X., jr. Now, suppose Mrs. Christopher Nicholas, sr., calls and demands why her offspring goeth not onward and upward in the grades. I cannot say, 'My dear Mrs. X., your son is a lazy dunce.' But I can say blandly, 'Here are your son's examination papers; you may compare them with others in the class.' Thus I retire behind breastworks, for the papers speak unpalatable truths for me. She sees for herself

that his work is below par, and feels less resentment toward me. But, clear as the case is, if he remained in his grade solely upon my recommendation, the X.'s are hot-headed and would insist it was spite. The boy would feel home influence and be hard to deal with next year. As to tempting teachers, would not the temptation to 'recommend' certain pupils be quite as strong as any other? Here is Bert Bragfello; his average is 73 per cent. Shall I recommend that he pass to your room on trial, Miss A?"

"Please don't," came with prompt candor. "Two of those who came on trial were a drag all year."

"Yes, but his parents think his pertness is smartness. They do not understand why he falls below, and will be disappointed and dissatisfied. When he was in the first year grade Miss G. was delighted because he received 80 per cent. in spelling. With pardonable pride she mentioned it to Mr. Bragfello. Fancy her feelings when he said: 'Only 80 per cent.! Why, he tells me he gets 100 per cent. every recitation!' Probably he gives the same impression of his daily work nowadays. Does not the examination help the teacher to stand by her convictions in such cases? One can't help remembering that he is a trustee's son. Do you think Miss K., of L, would hesitate to recommend him?"

"But," urged Miss A., "you know he could not do the work."

"No, I cannot say positively that he could not. You say Carrie T. has done satisfactory work. She went to you on trial, with an average of 72 per cent. I think it best for him to remain in the same grade for half a year, at least. But I cannot say, if his latent energy was roused, that he would not succeed if promoted now. If his parents insist, it is probable that Superintendent Blank will consent to have him go to you on trial, with the understanding that if his daily work and the first examination are not satisfactory he must be demoted. Suppose there was no examination; then it would be your word against his about his daily work.

"As to dishonest pupils, those who cheat during examination will do so during recitation. Would you say abandon recitations because some pupils copy neighbors' work or peep in their books? Doesn't our work lie in trying to raise the standard of honor; to lead the pupils to realize that high per

cents. undeserved are a discredit; to foster that sort of uprightness which was evinced by the boy who, when a companion said, 'The teacher can't see you,' replied, 'Yes, but I see myself?' I claim for the arraigned examination that it helps pupils by making them more exact, and occasionally showing them their own shortcomings in black and white. It helps the teacher by giving evidence to her and the patrons of the thoroughness of her work. It helps the superintendent by giving him a bird's-eye view of the whole school. So I am not ready to say 'away with examination!'"

"Well, I am of the same opinion still," said Miss A., resolutely, "and I propose that when we hand in these reports we ask Superintendent Blank to try one year without them."

"It would be a good plan to discuss it. We should each lend a hand to help the world to grow better. I shall lend mine to aid in making the examination what it should be; for, with all its faults, 'I cling to it still,'" said Miss B. pleasantly, as she wrote 60 per cent. upon the card that certified that Christopher Nicholas X. was to remain in the same grade.

Kind reader, which side of the discussion would you take?

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

THANATOPSIS.

The word thanatopsis means contemplation of death, but the theme of the poem is the power of nature over all those who love her, to steal away, by sympathy, the sharpness of the bitter thought of death. In general, the theme is the power of the sympathetic spirit of nature over man; more narrowly, this power in its support of man in his darker musings of life; and still more narrowly, this power in stealing away the thoughts of the last bitter hour. And still further, it is the sublime aspect of nature, which, in this instance, has such power. Thus we have running through the poem the solemnity of death fused with the sublimity of nature. These chime together well, for the solemnity of death is sublime, and the sublimity of nature is solemn. It is this compound feeling, heightened into idealized emotion, which gives this selection

its popularity and staying power. It is valued for its emotional effect, and not for its logical value. Hence it is a poem—a feeling or complex of feeling heightened above our ordinary mood and enjoyed for its own sake. Like the song, we hear again and again, feel it again and again, with no reward other than the feeling itself. If it were valued for its thought content, this content would be appropriated and the selection put aside; but, since the selection is the power to idealize our feelings, it must be perpetually returned to for that purpose, and it is valued because it has the power to awaken activities of the soul which are good in themselves, and not because of any theoretical value. Bryant finds the mind in the mood expressed by these lines:

“When thoughts
Of the last bitter hour come like a blight
Over thy spirit, and sad images
Of the stern agony, and shroud, and pall,
And breathless darkness, and narrow house,
Make thee to shudder and grow sick at heart,
Go forth,” etc.

From this blighted condition the problem is to have nature give relief. To make the feat which nature performs as great as possible, Bryant makes the thought of death as bitter as possible. Note his blighting, shuddering and sickening words. Since the beginning of time the race has striven to lighten this pressure, and Bryant comes to the relief of the aching heart; hence his poem must have permanence and popularity over passing and superficial sentiment, however fascinating the music of the verse.

1. Now comes the still voice of nature to steal away the sharpness—comes “from all around—earth and her waters—and the depths of air.” And here the poem breaks down if tried by the didactic, or logical, standard; for note that the first argument of this still voice is that the individual will lose his identity:

“Yet a few days and thee
The all-beholding sun shall see no more
In all his course, nor yet in the cold ground
Where thy pale form is laid, with many tears,
Nor in the embrace of ocean shall exist
Thy image. Earth, that nourished thee, shall claim

Thy growth, to be resolved to earth again;
And, lost each human trace, surrendering up
Thine individual being, shalt thou go
To mix forever with the elements.
To be a brother to the insensible rock
And the sluggish clod which the rude swain
Turns with his share and treads upon. The oak
Shall send his roots abroad and pierce thy mold."

What consolation in all this? Is it not the depth of despair? Yet the sublimity of nature's forms and processes as here presented appeal to the imagination and the feelings in a way to steal away the sharpness ere we are aware. It is the voice of nature making the argument, and nature can give no hope in death; but she does appeal to other feelings, which come in and replace, to a degree, the bitter thoughts. Remember that Bryant proposes only that nature will steal away the sharpness.

2. Next the still voice presents the magnificence of the tomb and the distinguished companions in death:

"Yet not to thine eternal resting place
Shalt thou retire alone, nor couldst thou wish
Couch more magnificent. Thou shalt lie down
With patriarchs of the infant world—with kings,
The powerful of the earth—the wise, the good—
Fair forms and hoary seers of ages past,
All in one mighty sepulcher. The hills,
Rock-ribbed and ancient as the sun—the vales
Stretching in pensive quietness between—
The venerable woods—rivers that move
In majesty, and the complaining brooks
That make the meadows green; and, poured round all,
Old ocean's gray and melancholy waste—
Are but the solemn decorations all
Of the great tomb of man."

But what cares man for magnificent sepulchre and burial with kings? It does not remove one shudder from "thoughts of the last bitter hour." But the feeling of sublimity in the complex form of time, and space, and force awakened by such a view of nature soothes a little the sickening thoughts of death with which the poet is careful to keep us occupied. The feeling of sublimity in this passage is much more definite, complex and exalted than that in the preceding, making the proper climax so far.

3. The third thought presented by the voice for consolation is that of the countless millions that have died:

"The golden sun,
The planets, all the infinite host of heaven,
Are shining on the sad abodes of death
Through the still lapse of ages. All that tread
The globe are but a handful to the tribes
That slumber in its bosom. Take the wings
Of morning and the Barcan desert pierce,
Or lose thyself in the continuous woods
Where rolls the Oregon, and hears no sound
Save his own dashings—yet the dead are there;
And millions in those solitudes, since first
The flight of years began, have laid them down
In their last sleep—the dead reign there alone."

Again, how does the fact of the death of infinite numbers heal the "blight" that comes with the thought of death? Such logic from the voice of nature avails nothing, but the sublime form in which the argument is put engages the feelings in another direction. Note, too, how the sublimity has again increased—from the earth to the infinite hosts of heaven and to the beginning of the flight of years. The sublimity is still more complex—sublimity of time and force and solitude and power.

4. The last effort of the voice is similar to the preceding. It presents the thought that all living and all yet to live will die.

The foregoing is sufficient to indicate the lines along which the attention of the pupil should be directed. First, he should show how intensely Bryant brings out the bitter feeling in thinking of death. Second, he should point out the direction of movement in the feelings from that point. In doing this the pupil should construct vividly and fully every sublime image. The figures of euphemism should be pointed out, as this is a prominent means of stealing away the sharpness of the bitter feeling. The slow, monotonous and stately movement of the blank verse should also be explained by the sublime solemnity to be awakened.

This poem, like every other, has a few central points to be worked upon, and the teacher needs to be careful not to waste time and miss the message of the poem by skipping about over

its surface, asking questions about the spelling of words, the structure of sentences or other matters that did not occupy Bryant's consciousness in the act of writing. The pupil must live in the sublime mood in which Bryant lived, and any effort to ask all the possible questions which ingenuity can devise, touching everything that can be questioned, will surely defeat the highest effect the poem can produce. The law is to keep the eye single to the prevailing tone of the poem; abundant questioning within this scope can do no harm, rather much good; but when the teacher questions simply for the sake of questioning, the poem's message and art vanish.

IT IS STILL A QUESTION.

Touching the question of science in the high school, it has been affirmed, as if it had been decided for all time, that, in the short time which can be given to science in the high school, one science should be pursued rather than dissipate the energy on several. For instance, that if physics and chemistry can both have but one year it is better to drop one and pursue the other continuously; or, if biology can have but one year, it is better to choose either botany or zoology for the whole time, omitting the other. This latter question was recently discussed in Chicago University by a conference of the faculty and teachers in secondary schools. The scientists of the faculty were well represented, and after a prolonged discussion a vote was taken as to whether, if biology can be taught but one year in secondary schools, botany and zoology should both be taught or only one of them pursued for the whole time. The vote stood 43 to 5 in favor of pursuing both. Charles O. Whitman, Ph. D., head professor of animal morphology, spoke and voted in favor of pursuing both studies within the year.

All this settles nothing; it simply reopens the question, and at the same time emphasizes the fact that there are two principles involved in the question: one, that of pursuing a subject in lineal continuity till the pupil goes somewhere with it; the other, that of carrying along at the same time closely related subjects so that each may support the other. Both are valid principles, and it seems that we are in the process

of arriving at the truth by the conflict between the two, as all truth is arrived at in this way. I suppose that in university specialization a student would be expected to devote a year and more, continuously, to one or the other of these subjects, and it is just as clearly admitted that a child in the kindergarten would be expected to pursue both, along with many other lines. The high school has not passed out of the transition between the two, hence it falls within the field of debate. Since the subject matter is the same in both kindergarten and university, there must be something in the pupil's development which makes the difference. It is a psychological question, and not a biological one. What is it?

ORIGINALITY IN SCHOOL WORK.

Recently Superintendent Draper addressed the teachers of Cook county, Illinois, and, by request, spoke on the work being done in the Cleveland schools. He said they had abolished the regular examinations, had dropped some inefficient teachers and were trying to help advance all those who had promise in them; and that science, literature and history had been put down through the primary grades, and many other good things in the line of enriching the course and saving the child. He modestly and properly claims nothing new in what they are doing; that they were only trying to move with the best thought of the age—trying to get into the procession, at least in the middle. I think one or more schools could have been found in Indiana a dozen years ago that had abolished examinations; that had put science, literature and history throughout its course from the beginning. With Superintendent Draper it is not a question of originality, but what is for the good of the child. On second thought, it appears to the observer that he is original—perfectly original—in what he is doing. A superintendent is original every time he dares to move against custom and tradition to do the thing that needs to be done. Plenty of superintendents and teachers know what ought to be done; know the best thought of the day on educational issues, and yet they lack the originality—the originating power—to put the hand to the work and make it go. It is not originality in the sense of first conceiving a thing that

we so much need in school work, but the originality to plant the best educational thought in the face of obstacles.

THE PURPOSE OF TEACHING—ROUSSEAU.

W. H. Payne, in speaking of Rousseau, says that "Rousseau would say that the short cut to a good method is a strong desire to teach; that when the end is clearly seen there will be but little difficulty in finding a direct route to it."

Rousseau would perhaps have made a poor out at analytic didactics, but he gathered up its general spirit and purpose with fervid eloquence. It is good, in this practical age, for the teacher to catch enthusiasm from passages like the following:

"In the natural order of things, all men being equal, the vocation common to all is the state of manhood, and whoever is well trained for that cannot fulfil badly any vocation which depends upon it. Whether my pupil be destined for the army, the church or the bar matters little to me. Before he can think of adopting the vocation of his parents, nature calls upon him to be a man. How to live is the business I wish to teach him. On leaving my hands he will not, I admit, be a magistrate, a soldier or a priest; first of all, he will be a man. All that a man ought to be he can be, at need, as well as any one else can. Fortune will in vain alter his position, but he will always occupy his own. * * *

"We think only of preserving the child; this is not enough. We ought to teach him to preserve himself when he is a man; to bear the blows of fate; to brave both wealth and wretchedness; to live, if need be, among the snows of Iceland or upon the burning rock of Malta. In vain you take precautions against his dying—he must die after all; and if his death be not, indeed, the result of those very precautions, they are none the less mistaken. It is less important to keep him from dying than to teach him how to live. To live is not merely to breathe; it is to act. It is to make use of our organs, of our senses, of our faculties, of all the powers that bear witness to us of our own existence. He who has lived most is not he who has numbered the most years, but he who has been the most truly conscious of what life is. A man may have him-

self buried at the age of a hundred years who died from the hour of his birth. He would have gained something by going to his grave in his youth, if up to that time he had only lived."

ARITHMETICAL CREED.

O. T. Bright, superintendent of Cook county, Illinois, in a call for a meeting of the teachers outside of Chicago, says: We have thus far agreed upon the following articles for an Arithmetic Creed:

Article I. All operations which should be taught to children in number can be performed with numbers of things.

Article II. The subjects to be taught in arithmetic, the terms to be used and the processes to be employed shall be determined from the standpoint of the child and not from that of the educated adult.

Article III. In determining what shall be taught in arithmetic we should be able to show that any topic is

(a) Practical; that is, that it has to do with the affairs of life, or that it is

(b) Disciplinary; that is, that it insures mental growth and mental strength.

Article IV. We condemn the giving of work in arithmetic under the name of "examples" for which conditions stated in problems cannot be made. For instance, complicated examples in complex or compound fractions.

Article V. Definition and rule should be required only when the thing to be defined or the process under the rule is thoroughly understood. Hence definitions and rules should close, not begin, a subject. They should be made by the students.

Article VI. Lessons in arithmetic should not be assigned for home study.

Article VII. Operations in arithmetic which have become obsolete or have never existed elsewhere in the world should become obsolete in the school room.

Article VIII. Problems in arithmetic should employ the best effort of the pupil, but should never go beyond it. He grows through what he does for himself. The skillful teacher secures and directs his best efforts.

SUGGESTIONS AS TO WHAT SHALL BE TAUGHT IN ARITHMETIC.

1. Fundamental operations—four or five, according to your faith. Numbers used to be within the comprehension of pupils. First, correctness, then rapidity in work. Use of federal money included in the foregoing.

2. Measurements—lines, surfaces, solids. In measurement of surfaces platting to a scale. (Actual measurements by the children.)

3. Denominate tables, such as are in common use, and relative value of units. Tables learned by actual measurement so far as practicable. Addition, subtraction, etc., of denominate numbers, obsolete.

4. Fractions—that occur in the world. Keep the fractions within the range of the multiplication table, or such numbers as the children can manage mentally. The changes in fractions should be thought out, not brought about by mechanical process. Nine-tenths of the work in fractions should be mental—yes, nineteen-twentieths.

5. Decimal fractions and percentage. Discard all superfluous terms. Omit three-fourths of the separate topics in percentage, but thoroughly teach the principles.

6. Squares and square root. Cubes and cube root—the latter only with numbers such that the cube root may be thought out easily, as 8, 27, 64, 125.

7. Mensuration—limited extent.

The comparison of numbers and the thorough understanding of ratio and the use of the term should begin with second grade work and extend through the entire course.

Establish certain principles and then stick by them. As (a) like numbers only can be united—added. (b) A product must be like the multiplicand. (c) A dividend must be greater than its divisor, etc.

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS, Editor of The Young People.

LETTER WRITING.

Almost everyone, some time in life, will need to write one or more letters. Nothing so quickly and accurately tells character as does a letter. One who can write bright and entertaining letters is a valuable person to his friends and others who may have the privilege of reading his letters. He helps to lift them on to a higher plane of life. He who can write good business letters is a very important person in any business.

All this makes this a very important and "practical" subject, even when measured by the commercial standard of practical. Yet it is said that there are very few people who can write good letters. Some say that it is a much neglected subject. We cannot believe this, for there is scarcely a school of any standing that does not announce in its course of study "letter writing." Knowing how careful teachers are to try to carry out what the course of study calls for, we must say that the subject is not neglected. We shall need to look for the cause of the lack of ability to write letters in some other region than that of neglect.

It seems to us that the great trouble is the pupils are compelled to write before they have anything to say or any worthy reason for saying it. They write for the teacher. She has asked them to write not less than four pages. We heard a pupil say, once, that he was going to write as large a hand as he could, because it would fill the page sooner, and he would the sooner fulfil the requirements of his teacher. A false purpose had been set for him, viz., to fill four pages. Who, in actual life, ever set such a purpose for writing a letter? Many of us have "wondered" what to say to accomplish what we wished. I might wish my friend to visit me during vacation. I say, I'll write to him and invite him to come. Then I begin to think what I can say to influence him to come. I must make my home as attractive to him as possible. I must know him, or I shall not know what to say. I happen to know that he is very fond of fishing, swimming and rowing. I tell him of the beautiful lakes full of fish near my home. I know he

needs rest. I tell him how quiet my home is, how he will not be bothered with the noise and bustle of business in his city. He needs an exhilarating atmosphere. My home has the advantage of mountains, as well as lakes. So I write him, always holding my purpose in mind, as well as the condition of the recipient of my letter, and always considering what will arouse his will.

Since we must do this, why not let the pupil see that he must do the same? If my purpose had been simply to describe my home, so that he might see it as it is, my letter would have been different, or if I had described it in its becoming what it now is, my letter would have been different from the others, or if I had tried to prove to him that it is a more healthful place than the city, it would have been still different. But in all, my purpose and my friend's conditions, and the means by which I could reach him, would have been constantly in mind.

Now, since these are the mental steps that must be taken in constructing a letter, it is the business of the teacher to see that the proper conditions are supplied to cause the pupils to take such steps. As we see it, this should be done first, and, of course, there is no writing in it. It is a thinking process. The next thing to do is to put these points into language form. This part is not neglected; the other, we think, is. Everybody teaches the parts of a letter—the heading, address, salutation, body, conclusion, superscription, etc., the folding, sealing, stamping, etc., but all do not teach the thought back of each form. The forms are taught as arbitrary forms. How many pupils know when to use a comma, and when to use a colon and a dash after the name of the person addressed in opening a letter? Do they know whether to close with “Yours respectfully,” “Yours truly,” “Yours sincerely” or “Yours fraternally”? There is too little stress placed on what to say and why we are to say it. We hope to be able to follow this with a discussion of sets of specific conditions under which pupils might be asked to write letters.

“KEEPING IN.”

We thought that this very bad habit was obsolete, but within the last few weeks we have heard of pupils being kept after school to “make up” what they had “missed” during the day.

We said that this is a bad habit. We meant it. What are its effects? It emphasizes the point that pupils must get their lessons in order to say them. Since they get them for this purpose, the only lasting effect on the pupil is that his power to get the words is strengthened, while his power to get thought is weakened. He also forms the bad habit of forgetting a thing as soon as he has said it. So, this keeping in does not have even the sanction of those who would "strengthen the memory." It has a bad effect on the teacher, who is already tired enough, and who needs the rest, that she may do a good day's work to-morrow.

Occasionally we hear of a school that is doing excellent work. Many teachers visit this school and have much to say in its praise. "But how does she get such results!" exclaims one. "Oh," says another, "she keeps them in and makes them learn." We have always thought that the "splendid results" were not the effect of "keeping in," but of good teaching. It is barely possible that they were kept in and treated to some good teaching. We must insist that the satisfactory results came not from the "keeping in," but in spite of it. The poorest teachers we ever saw "kept in" the most frequently. This shows that the mere "keeping in" cannot produce good results. It is said that the United States chews more wax than any other nation in the world. It surpasses many other nations in many other things. Now, are we to infer that chewing wax is the cause of its greatness?

"MENTAL ARITHMETIC."

Arithmetic is all mental. But the so-called old-fashion mental arithmetic had many good points, with some drawbacks. Why not retain the good points? The best teachers do. It is such a simple thing to do that it seems strange that anyone should fail to do it. Why should a slate and a pencil be used by a seventh-grade pupil in order to find the cost of a barrel of flour at 3 cents a pound? He can see that three times six are eighteen, and that three times nineteen tens are fifty-seven tens; eighteen, or one ten and eight units, added to this is five hundred eighty-eight. A little practice of this sort will enable the pupil to "think" the answer just as accurately and

much more rapidly than by writing the whole solution. Why should he use the long division form to find what a barrel of flour costs when 49 pounds cost \$1.47? Just a little thinking will enable him to see that 49 pounds is just one-fourth of a barrel. So a barrel will cost four times \$1.47. He thinks and works without pencil: "Four times fourteen tens are fifty-six tens; four times seven are twenty-eight; fifty-six tens plus two tens and eight units are fifty-eight tens and eight units. A barrel costs \$5.88." These suggest only one of the good points in "mental arithmetic," but when this one is carried out to its legitimate end (mind, not bitter end), it will cover a multitude of cases that, as often disposed of, are sins.

EXERCISES.

1. A room is 18 feet long and 15 feet wide. How many yards of carpeting a yard wide will it take to cover it? (How easy! Yet how hard some pupils are allowed to make it!)

2. This room is 12 feet high; how many square yards of plastering in one end wall? I wish to paint the ceiling; how much will it cost at 12 1-2 cents a square yard?

3. If fourteen horses cost \$1,680, what does one cost? (No "long division.") See how easy this is! Fourteen into sixteen, once and two over; fourteen into twenty-eight, two times. He has seen the answer long before this. Let him give it.

4. Paid \$82.50 for 75 yards of carpet. What was this a yard? Looks difficult, but it is not. Look again; 82 is how much more than 75? Seven. Now look and think a little. The pupil's face brightens; he has the answer. He has not guessed it, either. He has thought correctly. "But he should learn to express his thinking," says one. True. We are not objecting to this. We wish him to do some sharp, quick, accurate thinking first. How this does sharpen the arithmetic appetite!

5. I had 75 1-2 acres of land and sold 50 per cent. of it; how many acres did I sell? "Oh, one-half of it," says the pupil. Yes, but how many acres? He now proceeds to reduce 75 1-2 to halves! "Tut, tut, tut," says the teacher. The pupil looks surprised. But the teacher asks what the half of 75 is, and the pupil answers promptly 37 1-2. "Well," says the teacher,

"what is the half of a half?" The pupil said one-quarter, and added: "Oh, I see! The half of 75 1-2 is 37 3-4."

Such work as this will set the pupils "a-thinking," and they will soon be able to work out their own salvation, if the teacher will give them a chance to do it.

FOR OPENING EXERCISES.

1. Subject - - - - - THE CATTLE TRAIN

"Blessed are the merciful, for they shall obtain mercy."

"Somewhere above Fitchburg, as we stopped for twenty minutes at a station, I amused myself by looking out of a window at a waterfall which came tumbling over the rocks and spread into a wide pool that flowed up to the railway. Close by stood a cattle train, and the mournful sounds that came from it touched my heart.

"Full in the hot sun stood the cars, and every crevice of room between the bars across the doorways was filled with pathetic noses, snuffing eagerly at the sultry gusts that blew by, with now and then a fresher breath from the pool that lay dimpling before them. How they must have suffered, in sight of water, with the cool dash of the fall tantalizing them, and not a drop to wet their pool, parched throats!

"The cattle lowed dismally and the sheep tumbled one over the other in their frantic attempts to reach the blessed air, bleating so plaintively the while that I was tempted to get out and see what I could do for them. But the time was nearly up, and while I hesitated two little girls appeared and did the kind deed better than I could have done it.

"I could not hear what they said, but as they worked away so heartily their little tanned faces grew lovely to me, in spite of their old hats, their bare feet and their shabby gowns. One pulled off her apron, spread it on the grass, and, emptying upon it the berries from her pail, ran to the pool and returned with it dripping to hold it up to the suffering sheep, who stretched their hot tongues gratefully to meet it, and lapped the precious water with an eagerness that made little bare-foot's task a hard one.

"But to and fro she ran, never tired, though the small pail was so soon empty, and her friend meanwhile pulled great

handfuls of clover and grass for the cows, and, having no pail, filled her 'picking dish' with water to throw on the poor dusty noses appealing to her through the bars. I wish I could have told those tender-hearted children how beautiful their compassion made that hot, noisy place, and what a sweet picture I took away with me of those two little sisters of charity."

—Louisa M. Alcott.

2. Subject - - - - - A SERMON IN RHYME

*"Not what we give but what we share,
For the gift without the giver is bare."*—LOWELL.

If you have a friend worth loving,
Love him. Yes, and let him know
That you love him, ere life's evening
Tinge his brow with sunset glow.
Why should good words ne'er be said
Of a friend—till he is dead?

If you hear a song that thrills you,
Sung by any child of song
Praise it. Do not let the singer
Wait deserved praises long.
Why should one who thrills your heart
Lack the joy you may impart?

If you hear a prayer that moves you
By its humble, pleading tone,
Join it. Do not let the seeker
Bow before his God alone.
Why should not your brother share
The strength of "two or three" in prayer?

If you see the hot tears falling
From a brother's weeping eyes,
Share them; and by kindly sharing
Own your kinship with the skies.
Why should any one be glad
When a brother's heart is sad?

If a silvery laugh goes rippling
Through the sunshine on his face,
Share it. 'Tis the wise man's saying—
For both grief and joy a place.
There's health and goodness in the mirth
In which an honest laugh has birth.

If your work is made more easy
By a friendly helping hand,
Say so. Speak out brave and truly,
Ere the darkness veil the land.
Should a brother workman dear
Falter for a word of cheer?

Scatter thus your seeds of kindness,
All enriching as you go—
Leave them. Trust the Harvest Giver,
He will make each seed to grow.
So until its happy end,
Your life shall never lack a friend.

—Boston Transcript.

3. - - - - - A RUSSIAN LEGEND

"The gates of heaven are closed to him who comes alone."

"There was an old woman who for many centuries suffered tortures in the flames of hell, for she had been a great sinner during her earthly life. One day she saw far away in the distance an angel taking his flight through the blue skies, and with the whole strength of her voice she called to him. The call must have been desperate, for the angel stopped in his flight and, coming down to her, asked her what she wanted.

"When you reach the throne of God," she said, "tell Him that a miserable creature has suffered more than she can bear, and that she asks the Lord to be delivered from these tortures."

"The angel promised to do so, and flew away. When he had transmitted the message God said:

"Ask her whether she had done any good to anyone during her life."

"The old woman strained her memory in search of a good action during her sinful past, and all at once: 'I've got one,' she joyfully exclaimed; 'one day I gave a carrot to a hungry beggar.'

"The angel reported the answer.

"Take a carrot," said God to the angel, "and stretch it out to her. Let her grasp it, and if the plant is strong enough to draw her out from hell she shall be saved."

"This the angel did. The poor old woman clung to the carrot. The angel began to pull, and lo! she began to rise.

But when her body was half out of the flames she felt a weight at her feet. Another sinner was clinging to her. She kicked, but it did not help. The sinner would not let go his hold, and the angel, continuing to pull, was lifting them both. But lo! another sinner clung to them, and then a third, and more, and always more—a chain of miserable creatures hung at the old woman's feet. The angel never ceased pulling. It did not seem to be any heavier than the small carrot could support, and they were all lifted in the air. But the old woman suddenly took fright. Too many people were availing themselves of her last chance of salvation, and, kicking and pushing those who were clinging to her, she exclaimed: 'Let me alone; hands off; the carrot is mine.' No sooner had she pronounced this word 'mine' than the tiny stem broke, and they all fell back to hell, and forever."—Educational Independent.

4. Subject - - - "A WORD ABOUT CLOTHES"

"Man looketh on the outward appearance, but the Lord looketh on the heart."

Do clothes make a boy? Sometimes. I knew of a boy who was made by his clothes. I will tell you. He had a chum at school whose parents were poor, and who was obliged to dress coarsely and plainly. He could have offered his intimate friend better clothes, but that would have wounded the heart that he loved. What should he do? His friend dressed coarsely but neatly. He resolved that he would wear exactly such clothes as his friend could afford, and dress as nearly like him as possible. His parents liked his sense of brotherly kindness and his true heart. The act was a lesson. It taught him the nobleness of self-sacrifice. As he grew older he seemed to think but little of his own gratification—a true mark of a gentleman. He loved others more than himself. This caused him to be beloved, and when at last the people of his city and State wanted a man for a position of trust and honor, they selected him. Clothes make nothing but clothes, as a rule, but they show character, and a ten-dollar suit may be used to express as much character as one that costs fifty dollars. It is neatness, and care, and taste, that makes good clothes; they also make boys—not the tailors. Do you see the principle?—Hezekiah Butterworth.

5. Subject - - THE LEGEND OF THE TWO SACKS

"Out of thine own mouth I will judge thee."

There is an ancient legend that tells of an old man who was in the habit of traveling from place to place with a sack hanging behind his back and another in front of him.

What do you think these sacks were for? Well, I will tell you.

In the one behind him he tossed all the kind deeds of his friends, where they were quite hid from view, and he soon forgot all about them.

In the one hanging round his neck, under his chin, he popped all the sins which the people he knew committed, and these he was in the habit of turning over and looking at as he walked along, day by day.

One day, to his surprise, he met a man wearing, just like himself, a sack in front and one behind. He went up to him and began feeling his sack.

"What have you got here, my friend?" he asked, giving the sack in front a good poke.

"Stop, don't do that!" cried the other; "you spoil my good things."

"What things?" asked number one.

"Why, my good deeds," answered number two. "I keep them all in front of me, where I can always see them and take them out and air them. See, here is the half crown I put in the plate last Sunday; and the shawl I gave to the beggar girl; and the mitten I gave to the crippled boy; and the penny I gave to the organ grinder; and here is even the benevolent smile I bestowed on the crossing-sweeper at my door; and—"

"And what's in the sack behind?" asked the first traveler, who thought his companion's good deeds would never come to an end.

"Tut, tut," said number two, "there is nothing I care to look at in there! That sack holds what I call my mistakes."

"It seems to me that your sack of mistakes is fuller than the other," said number one.

Number two frowned. He had never thought that, though he had put what he called his "mistakes" out of his sight, everyone else could see them still. An angry reply was on his

lips, when happily a third traveler—also carrying two sacks, as they were—overtook them.

The first two men at once pounced on the stranger.

"What cargo do you carry in your sack?" cried one.

"Let's see your goods," said the other.

"With all my heart," quoth the stranger, "for I have a goodly assortment, and I like to show them. This sack," said he, pointing to the one hanging in front of him, "is full of the good deeds of others."

"Your sack looks nearly touching the ground. It must be a pretty heavy weight to carry," observed number one.

"There you are mistaken," replied the stranger; "the weight is only such as sails are to a ship or wings are to an eagle. It helps me onwards."

"Well, your sack behind can be of little good to you," said number two, "for it appears to be empty; and I see it has a great hole in the bottom of it."

"I did it on purpose," said the stranger, "for all the evil I hear of people I put in there, and it falls through and is lost. So you see I have no weight to drag me down backwards."

—Ed. Courant.

EDITORIAL.

THE Indiana Journal for Indiana teachers.

WE regret that we cannot find space in which to mention all the exquisitely beautiful programs of commencement exercises that come to our table. Neither can we find space for the numerous reports of commencement exercises sent us. Our friends will please excuse us and take the will for the deed.

AND now England is to have, not a Committee of Ten, but a Royal Commission, to consider the best methods of establishing a system of secondary education in that country and to make recommendations accordingly. But on this commission are three ladies. Why were they omitted in making up our immortal decemvirate?

"THE LAW OF THE SCHOOL" is the title of the first article in the Journal this month. It is one of the most valuable articles the Journal has ever published and should be read by every teacher in the state. It goes to the very center of all school work and its spirit should penetrate and influence the mind and heart of every person who has to do with the schools.

THE Proceedings of the Inter-National Congress of Education, held under charge of the National Educational Association at Chicago last year is now ready for distribution. It is unprecedentedly large and is a complete encyclopedia on educational themes. The most important topics are treated by the ablest educators in the country. It should be in every teacher's library. The fees for last year fell far short of paying for this volume so it is sold so as to cover cost at \$2.50, postpaid, to any address. Write to N. A. Calkins, 124 East 80th St., New York City.

WHAT TO READ.

The following list from the *Observer* may be of service to some reader who is dazed by the great number of new books:

- The best historical novel—"Ivanhoe."
- The best dramatic novel—"The Count of Monte Cr'isto."
- The best domestic novel—"The Vicar of Wakefield."
- The best marine novel—"Mr. Midshipman Easy."
- The best country li e novel—"Adam Bede."
- The best military novel—"Charles O'Malley."
- The best religious novel—"Ben Hur."
- The best sporting novel—"Sarchedon."
- The best political novel—"Lothair."
- The best novel written for a purpose—"Uncle Tom's Cabin."
- The best imaginative novel—"She."
- The best pathetic novel—"The Old Curiosity Shop."
- The best humorous novel - "The Pickwick Papers."
- The best Irish novel—"Handy Andy."
- The best Scotch novel—"The Heart of Midlothian."
- The best English novel - "Vanity Fair."
- The best American novel—"The Scarlet Letter."
- The best sensational novel—"The Woman in White."
- The best novel of all—"Vanity Fair."

WHY SHE WAS KEPT.

To a principal who loves to open a class room door and find everybody busy and happy and orderly, and the recitation animated, she certainly would be a trial. To be sure her room was always full, scorching heat of June and drizzling snow of November made no difference, her children came and came in time. But when the principal opened her door, with a distinguished visitor in his wake, ten to one that half the room would be sitting sideways in their seats, while a number of feet were out in the aisles instead of under their desks, and an undertone from a few particularly studious children pervaded the room; and when the recitation progressed, the diffident questions of the teacher were met with somewhat indifferent answers from the class. In contrast with most of his teachers she certainly was a trial to the principal. But when the distinguished visitor had gone and he

went in again to make a serious business of finding out the conditions there, he discovered that these children could read and write and spell as well as those in the next room; that their writing was more than legible and that they could do numbers as well as the average pupil of their age. Then he breathed a long sigh of relief and went out.—*Pop. Educator*.

The above is not a plea for disorder, but it does prove that a person may teach a good school without having absolute silence and perfect discipline. The essential thing is to secure interested work, and this done a little irregularly does not matter

AWARDS.

The following is a copy of the paragraph in Mr. Hailmann's report referring to the educational awards:

The system of awards adopted by the World's Fair authorities was wholly inadequate. In the selection of judges little, if any, care was taken to secure really competent persons. At any rate, question of locality or represented interests appeared to play a greater part than the desire to have a really trustworthy and instructive report. Of course, there were among the judges many worthy men and women, but the jury as a whole was notoriously unwieldy and untrustworthy in its decisions.

So far as Indiana is concerned, one well-intentioned lady had thrown upon her the stupendous task of examining, unaided, the work of more than one hundred schools. A certain learned gentleman from the Islands of the Pacific was entrusted with the business of examining the general educational exhibit of Indiana. This he accomplished in an incredibly short time and crowned it with two awards, under mistaken names.

The examination of private and denominational schools was entrusted to persons more or less interested in the institutions they examined, so that scarcely one of these escaped an award. Judging from their mode of procedure, it is fair to presume that if some enthusiastic Hoosier had been assigned the pleasant task of cataloguing the public school exhibits of Indiana, every exhibit would have been decorated with a ribbon.

When I look over the list and character of the awards subjoined below and compare it with my own unbiased judgment of the relative excellence of Indiana's school exhibits, coupled with the expressed judgment concerning many of these on the part of professional men of unquestioned ability, I am tempted to infer that those who ultimately distributed the awards, listed the successful competitors at random. At any rate a large number of remarkably excellent exhibits, excellent in aim, method, achievements and presentation, are not mentioned in the list; and on the other hand, a number of those that are mentioned are totally devoid of merit.

Altogether the whole award system, so far as the educational exhibits are concerned, is wholly unworthy of confidence, and the awards distributed mean practically nothing. If under these circumstances it is a matter of congratulation that Indiana was among the foremost states in the relative number of awards, her people will have ample cause for rejoicing.

HOW TO STUDY BIOGRAPHY.

The following suggestions given by W. J. Button, (an old Indiana teacher) to a history class will certainly be helpful to teacher:

In making a biographical study certain definite results should be aimed at. Hence a plan for the study of a great name will be useful. The following is suggested: If the subject is Patrick Henry for instance, explore the field of inquiry by the aid of the following guides:

1. His youth, education and life preceding his entry upon a public career.
2. The special cause or causes which drew him from private life into public life.
3. The chief events and objects of his political career.
4. His main characteristics as a public man
5. His character as a man, with appropriate illustrative anecdotes.
6. His death.
7. In what lay the secret of his power for good or evil?
8. The influence of his life and deeds upon his time.
9. For what will his name live in history.
10. If he contributed to the literature of his age, name what you consider the characteristics of his style, and read from his speeches, essays and poems, in illustration of his best products
11. Estimate of his character and career by his contemporaries.
12. Estimate of his character and career at the present time.

This scheme or analysis is simply suggestive and may be varied to suit the subject of study.

THE National Educational Association meets this year as heretofore announced, at Asbury Park, N. J., a beautiful sea coast resort about 30 miles from New York City. The program is a most attractive one and will command the attention of all who are interested in educational subjects. The railroad will sell round-trip tickets for a single fair plus \$2, which pays the association fee, and will make the ticket good returning till Sept. 1. The fare from Indianapolis is \$17+\$2=\$19. Hundreds of Indiana teachers should attend this meeting and visit the great East.

NORTH MANCHESTER now feels confident that it will secure the *million dollar* university with a normal department independently endowed. The powers that be have offered the control of this department to Arnold Tompkins and it is probable that he will accept the place.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR APRIL.

WEBSTER—THE CONSTITUTION NOT A COMPACT.—1. Give the events which led Webster to deliver this oration.

2. What did Webster say in regard to the interpretation of the supreme law of the land?

3. State the conditions under which this oration was delivered.

4. Give the prominent features of Calhoun's theory of the government.

5. Give the propositions set forth by Webster in opposition to Calhoun's theory of the government.

6. Distinguish between a government and a confederation.

7. What was Webster's position on the tariff? On internal improvements?

8. What did Webster say of the mission of the United States to other peoples and future ages?

9. Where did Webster locate the source of all power in government?

10. What value have these constitutional arguments been to our country?
(Answer any eight.)

GEOGRAPHY.—1. Draw a map of your county, showing its boundaries and the outline of contiguous counties.

2. Describe the Danube river; the Merrimac.

3. Locate and bound the Japanese Empire. What are the chief industries?

4. Describe the process of irrigation. In what part of the United States is it practiced?

5. What are the principal causes that have contributed towards making Liverpool a great commercial center?

6. What should be the purpose of map drawing in the school and to what extent should it be practiced?

7. In what direction is the general slope of Siberia? Of the Chinese Empire? Of the German Empire?

8. Draw on the same scale rough outline maps of California and Ohio, so as to show relative sizes.

9. Locate Odessa, Birmingham, Valparaiso, Cape St. Vincent.

10. Locating Chicago at the center of four concentric circles, show on this diagram the direction and relative distances of the following cities: Duluth, Indianapolis, Pittsburgh, Toronto, Kansas City.
(Answer any eight.)

ENGLISH GRAMMAR.—1. In what ways have you been benefited by the study of English grammar?

2. Is prosody a department of grammar? Give your reasons.

3. When we say that grammar is a reflective study, what do we mean?

4. In what ways are adjectives compared? Give examples.

5. He can go easier than I. Correct this sentence, giving reasons.

6. What do you consider appropriate language work for grades one and two?

7. Write the corresponding singular or plural forms of the following words: Men, women, father-in-law, medium, gymnasium, data, dice.

8. To what class or classes of verbs does voice belong? Why to this class only?

9. What is the value of analyzing sentences?

10. What do you consider the prevailing defects in teaching English grammar? *(Answer any eight.)*

U. S. HISTORY.—1. Give a brief account of the general differences in character, habits and ideas between the colonists who settled Virginia and those who settled Massachusetts.

2. Name two advantages that were secured to the U. S. by the Louisiana purchase? Who were commissioned to explore this territory?

3. Name the principal political parties that have come into existence since the close of the Revolutionary War and state the distinctive features of each.

4. When was the present Republican party organized? What events led to its formation and what were its leading principles?

5. Trace in a general way the successive operations for the opening of the Mississippi River in the Civil War. *(Answer any four.)*

PHYSIOLOGY.—1. What are the structure and functions of the red blood corpuscles?

2. Describe and locate the connective tissues.

3. What is meant by the physiological division of labor?

4. Define an "adaptation."

5. What characterizes the proteids as nitrogenous fluids?

6. Give the function of the liver and the uses of its secretions.

7. How does an instinctive differ from an intelligent act?

8. What are the conditions necessary for the production of a vocal sound?

SCIENCE OF EDUCATION.—1. A teacher proposes to teach the pronunciation of the word *mat* by having the child note its likeness and difference with respect to the word *rat*, which the child already knows. Show the mental processes through which the child must be lead in order to reach a true conclusion.

2. Show by illustration that the real value of good order is often dependent upon the manner in which it is obtained.

3. Give an instance of inductive reasoning and compare it with one of deductive reasoning, pointing out the distinguishing difference.

4. Explain why a forest suggests different associations and thoughts to persons of different habits and pursuits.

5. Show by some concrete illustration that a principal comprehended is better than a rule committed to memory.

READING.—"The books which help you most are those which make you think most. The hardest way of learning is by easy reading; but

a great book that comes from a great thinker—it is a ship of thought, freighted with truth and with beauty.”—*Parker.*

1. Why is the first sentence of the above true? 15
2. Explain the meaning of the second sentence. 15
3. What is meant by a great book? 15
4. What by a great thinker? 15
5. What kind of figure is employed in the last thought of the extract? 15
6. Rewrite the whole in your own words. 25

ARITHMETIC.—1. Give the table for square measure and explain how you would develop the ideas and terms used therein to a class of children.

2. A bin 8 ft. 3 in. long, 5 ft. 8 in. wide, and 4 ft. 2 in. deep, is filled with wheat. If a bushel is equal to $1\frac{1}{4}$ cu. ft., how much are the contents worth at 66 cents a bushel?

3. A man sold two houses for \$1,200 each; on one he gained $\frac{1}{3}$ of the cost price and on the other he lost $\frac{1}{4}$ of the cost price. How much did he gain or lose on the two houses?

4. What will it cost to paint the walls and ceiling of a hall 48 feet long, 27 feet wide, and 18 feet high at \$1.20 per square yard?

5. Find the principal that will amount to \$37.02 in 2 years, 3 months and 8 days at 5 per cent.

6. What is the length of a hand rail to a flight of stairs of 16 steps, each being 12 inches wide and 9 inches high?

7. A merchant sent \$30,750 to his agent in New Orleans for the purchase of cotton. Find the sum spent for cotton, if the agent charges $2\frac{1}{2}$ per cent. commission for buying.

ANSWERS TO PRECEDING QUESTIONS.

GEOGRAPHY.—4. Irrigation is the process of watering land by ditches or by other artificial means. This method of supplying moisture to the soil is being used to a very great extent in the Rocky Mountain states, especially in California.

5. The number and magnificence of its docks, the safe anchorage and the most perfect port accommodations ever formed by the skill of man. Its commerce has extended with the increase of dock accommodations. Its great number of manufactories and its network of canals and railways that connect it with many other places make it the center of inland trade.

6. Map-drawing in a school should have for its purposes, (a) the strengthening of the pupil's knowledge of the locality, relative size, latitude and longitude; (b) the development of skill in portraying relative position; (c) the development of skill in drawing outlines that are true as to general form, yet devoid of unimportant details. Map-drawing should not be taught or studied as a lesson in drawing, though neatness and correctness in general outline should be secured.

GRAMMAR.—1. As to whether or not prosody is a department of grammar depends upon the definition that may be given to grammar. If grammar is restricted to syntax and etymology, prosody, which belongs to composition, will not be included in it. If in syntax we include the special rules for the arrangement of words in the musically measured sentences used in poetry, then prosody would be included in the term grammar.

3. We mean that the distinctions, relations, etc., that are studied out by the mind, are done so by the mind "bending in" upon itself, the material for investigation being subjective and not objective.

5. He can go more easily than I. Use the adverb to express manner.

6. Conversation lessons (a) in which common errors of speech will be replaced by correct expressions, these being grafted into the child's natural talk by frequent repetition; (b) in which the new words will be occasionally introduced, these being illustrated objectively. When both of these points are carefully and systematically followed, a very great deal of good may be done.

8. Voice belongs to the verbs that express action and concerns only the relation the verb has to its subject. The verb may be transitive or intransitive; as, "John *studies* in the morning;" "John *studies* grammar."

9. In analyzing sentences, the mind (a) is drilled in methodical thought, by pursuing a certain model requiring certain things to be expressed first, other things second, and so on, the order pursued being based on the rank of the elements; (b) is strengthened in its power to perceive the structure and relations of the elements, thereby enabling it to grasp the exact thought and meaning more readily.

10. (a) Too much meaningless parsing; (b) too much diagramming; (c) too little attention paid to the study and practice of correct forms of speech that should be used and mastered to that extent that would crowd out the careless incorrect forms; (d) too much attention paid to technical details and improbable errors; too little attention given to the study of fine specimens of English and to the development of power and skill in the expression of thought in language.

U.S. HISTORY.—1. In character the Massachusetts colonists were pure, determined, upright, brave, persevering, enduring to the end; in their habits they were regular, severe, orderly, systematic; they believed in political and religious liberty and equality, and were prompt and watchful in establishing educational privileges. In character many of the Virginia colonists were "vagabond gentlemen" who had not been accustomed to manual labor; a few were industrious and determined; many were idle, dissolute, and worthless in their habits. In religion they all adhered to the Church of England, and in government they gradually grew more and more democratic until in 1619 they established a legislative assembly. In educational matters they progressed very slowly.

2. (a) One advantage was making it impossible for any foreign

power to ever join us on the west; (b) a second advantage was the additional strength added to our country; (c) a third, was getting complete control of the entire Mississippi river. Lewis and Clarke.

3. The Federal party favored a protective tariff and a U. S. Bank. The anti-Federal party opposed these at first, and favored a strict construction of the Constitution. The Federal party was followed by the National Republican (1825) and the Whig (1835), both of which advocated much the same principles as the Federal, and also held the idea that the Constitution should be interpreted in a broad and liberal manner. The Whig party went to pieces on the slavery question, and in 1854 the present republican party was organized with a protective tariff, internal improvements at government expense and the limitation of slavery as its chief cardinal principles. The Democratic party in general adhered to a low tariff and to non-interference with slavery; and some opposed internal improvements at government expense. Some disaffected ones in 1848 joined the Free Soil party. Since the civil war the chief issues have been the tariff question and the money question.

4. The chief events that conspired to the organization of the Republican party were (a) the death of the Whig party; (b) the Kansas-Nebraska bill and the determination of the south to push slavery beyond its old limits. Its leading principles were given in (3). It also first favored the construction of the Pacific Railroad.

5. Early in 1862, General Grant and others gained the victories of Fort Henry, Fort Donelson, Pittsburgh Landing and Island No. 10. Next New Orleans was taken by Farragut and others. This was Apr. 25, 1862. Not until the summer of 1863 was Vicksburg taken, Grant and Sherman besieging it until it surrendered July 4, 1863. On July 9, Port Hudson surrendered and the Mississippi was opened.

PHYSIOLOGY.—2. The strong white threads that tie the skin down to the rest of the limb constitute connective tissue. It also interpenetrates and invests the various organs and binds their structures and tissues together.

3. See page 35, adv. phys.; also page 20.

4. An adaptation is the process of adapting or adjusting to new conditions.

5. It is the only one of the food groups that contains nitrogen.

7. An instinctive act is one that is performed by a natural spontaneous impulse or propensity, especially in the lower animals, that moves them without reasoning towards the actions that are essential to their existence, preservation and development, and that reason would approve as tending to their welfare, or to some useful end.

An intelligent act is one performed by an exercise of the reason and showing knowledge or understanding.

8. See Adv. Phys., page 189.

SCIENCE OF EDUCATION.—1. The child compares the forms of the words and notes the resemblances and the differences. It associates the part of mat that is similar to a part of rat, and calls to mind

the sound that should be associated with it. The teacher reviews this with the pupil, gives the sound of the new character, joins this sound with the one common to both words and the process is complete.

2. If it is obtained through force or fear, its value is small, for such order has around it an atmosphere unfavorable to study and lasts only while the force or fear lasts. Illustrations are plentiful in school experience. Every teacher is acquainted with numerous cases. If it is obtained through the tact of the teacher in leading his pupils to perform their tasks industriously and eagerly, then the order is of the kind that is of great value, for its immediate source is the will of the pupil.

3. In inductive reasoning we proceed from particular truths to a general truth; as A, B and C are mortal; they represent mankind; therefore, mankind is mortal. Or, we find by experiment that different bodies fall toward the earth. We conclude that all bodies tend to do this, and that therefore the moon does.

In deductive reasoning we proceed from a general truth to particular truths; as, All men are mortal; A, B and C are men; therefore, A, B and C are mortal.

4. Two persons may walk through a forest, one absorbed in the intricacies of some mechanical invention; the other imbued with a love of the natural sciences. The one will take no interest in birds, the bees, the foliage, etc.; the other will see nothing else, and what he observes will be to him rich food for thought.

5. Let a teacher draw a square within an inscribed circle; also a diameter which the pupils see is equal to the side of the square. Then let the teacher ask for the area of the square; if its side is 16 (or any convenient value), the result is promptly given. Then let the teacher ask questions in regard to the *fractional part* the circle is of the square; various answers, such as $\frac{2}{3}$, $\frac{3}{4}$, etc., will be given. The teacher may now use the answer $\frac{3}{4}$, (or .75,) and state that this answer is nearly correct; and that if the area of the square is 256, that of the circle is about .75 of 256, in reality .7854 of 256. A teacher of ordinary skill can develop the above so that a pupil ever afterwards knows that the area of the circle is .7854 of the square surrounding it; and this fact is not merely a matter of memory to pupils who have had such a lesson.

READING.—1. The mind becomes strong through action (thinking); mind growth cannot be brought about except by exercise of the mind. Therefore the book that makes us think is a blessing.

2. Easy reading requires no great activity or effort of the mind, and therefore the mind gains little power by it. To a mind of little or only ordinary power, tasks requiring much effort are very difficult; yet nothing of special value can be learned unless the tasks are difficult.

3. By a great book is meant one that is freighted with much and great thought; and that is inspiring in its ideas and its allusions; one that makes us think beyond what it expresses in its pages.

4. A great thinker is one who can grasp the ideas and allusions of a

great book and read between the lines; one who in all this thinks logically and opens up new avenues for investigation and mastery; and whose greatest book is not a printed page, but the "mind of the Past," the life of the present and nature.

5. Metaphor.

6. The books which will do you the most good are those which, to understand them will require from you special and continued effort of the mind. You can learn little or nothing from a book so simple in its ideas that the mind in simply a passive condition can comprehend them. With such a book the mind is neither exercised nor inspired.

ARITHMETIC.—1. Under the guidance and direction of the teacher let a pupil draw on the board a figure a foot square. Let it be named a square foot, the names being written in it. Next, let a figure an inch square be drawn and named. Third, let all the pupils draw a square inch on their slates using rulers. Call attention to the necessity of having square corners. A small square, such as carpenters use, should be used in the lesson, to test the accuracy of the corners. Fourth, cut a piece of paper an inch square and stick it in one corner of the square foot and ask the pupils how many such would be needed to cover the whole square foot. After various answers have been obtained, let the teacher systematically lead the class to discover the number of square inches that can be placed in a row along one side of the square foot; and also how many such rows would exactly cover the square foot. The teacher now has the material for getting the fact that 144 square inches will cover one square foot.

2. Answer, \$102.85.
3. Neither gained nor lost.
4. Answer, \$532.80.
5. Answer, \$33.20+.
6. Answer, 20 feet.
7. Answer, \$30,000.

PROBLEMS

[FOR STUDENTS OF HIGH SCHOOLS, ACADEMIES, ETC.]

Send all problems to W. F. L. Sanders, Connersville, Ind.

7. (Proposed by E. M. Henderson, Harlan, Ind.) I have an inch board 5 feet long, 17 inches wide at one end and 7 inches wide at the other; how far from the larger end must it be cut straight across so that each piece will contain the same amount of lumber? Also, how wide will the board be at the line of division?

8. From two given points draw two equal straight lines which shall meet in the same point of a line given in position.

9. A person bought some sheep for \$84 and found that if he had bought seven more for the same money he would have paid \$1 less for each. How many did he buy and what was the price of each?

10. How many acres are contained in a square field the diagonal of which is 10 rods longer than the sides?

11. An arrow shot to the top of the tower reaches the ground $5\frac{1}{2}$ seconds after it leaves the bow; how high is the tower? (Baker's Natural Philosophy.)

SOLUTIONS TO PROBLEMS IN MAY JOURNAL.

PROBLEM 1. Let x equal the cost of the horse; then $x + (\frac{x}{100})x = 119$; from this equation $x = 70$; \therefore the horse cost \$70. Proof: $70 + 70\%$ of $70 = \$119$. (Solved by E. M. Henderson, Harlan, Ind., and W. F. Enteman, Borden, Ind.)

PROBLEM 3. $80000 + 10 = 8000$, number of panels; $8000 + 2 = 4000$, number of rods in both perimeters; $4000 + 4 = 1000$, number of rods in one side of one plus one side of the other. Let $x =$ side of one; then $1000 - x =$ a side of the other; 1250 acres = 200000 square rods, the excess of one field over the other. We now have the equation

$$x^2 + 200000 = 1000000 - 2000x + x^2,$$

from which $x = 400$; $1000 - x = 600$; the areas are found to be 1000 acres and 2250 acres respectively. (Solved by W. F. Enteman and E. M. Henderson.)

PROBLEM 5. If $DB = BC$, then angle $DBC = DCB$; these are halves of ABC and ACB respectively; therefore $ABC = ACB$, and the triangle ABC is isosceles. (Solved by E. T. Williams, of Acton high school and E. E. Townsley, Covington, Ind.)

PROBLEM 6. Transposing, equation 1 becomes

$$x^2y^4 - 7xy^2 = 1710,$$

Completing the square and solving, we get $xy^2 = 45$; or $x = \frac{45}{y^2}$; substituting in equation 2, completing the square and solving we find $y = 3$; $\therefore x = 5$. (Solved by E. M. Henderson, W. F. Enteman and E. E. Townsley.)

No correct solutions have been received to problems 2 and 4. Be prompt in sending solutions if you wish them to appear in the next number of the JOURNAL. W. F. L. SANDERS, Connersville, Ind.

MISCELLANY.

FINAL REPORT OF THE PENNY FUND.

I feel almost ashamed that I have not written you sooner but it was absolutely not in my power to do so I have been driven from morning till night in my efforts to establish the new work. Fortunately, I have been fairly successful and can at last hasten to make good one of my promises of sending to you a list of contributions to the Penny-Fund received by the Committee on Education, supplementary to the list issued in October 1892.

Faithfully yours,

W. N. HAILMAN.

J. W. Jenkins, Decatur Co., \$84.25; W. B. Black, Jackson Co., \$34.25; O. F. Watson, Jefferson Co., \$42.59; Peter Phillipi, Knox Co., \$33.98;

W. N. Chillson, Clay Co., \$47.00; J. H. McGuire, Jennings Co., \$15.00; W. W. French, Posey Co., \$31.20; J. F. Snow, Adams Co., \$69.00; J. Wilkinson, 50 cents; G. C. Tyrrell, Ripley Co., \$6.23; W. C. Snyder, Salem, \$1.16; Louis S. John, Pike Co., \$63.29; C. W. Wellman, Sullivan, \$7.51; T. A. Motte, Richmond, \$76 40; J. R. Houston, Aurora, \$1.50; R. L. Thiebaud, Patriot, \$1.50; John H. Bair, South Bend, \$20 82; J. C. Gregg, Brazil, \$9.17; S. W. Hillman, Montpelier, \$2 57; Oliver Kline, Huntington, \$3.29; R. W. Wood, Aurora, \$4 30; O. L. Galbreath, Laporte, \$5.15; W. B. Flick, Marion Co., \$100; W. M. Moss, Greene, \$9.34; W. H. Senour Franklin Co., \$3.35; Oliver F. Watson, Jefferson Co., \$9.70; W. B. Flick, Marion Co., \$65; W. W. Cogswell, Washington Co., 46 cents; J. A. Hindman, Blackford Co., \$15.85; Quitman Jackson, Hancock Co., \$34.70; C. F. Patterson, Johnson Co., \$36.26; S. S. Fish, Marshall Co., \$51.23; W. N. Pfrimmer, Newton Co., \$29.10; J. A. Wiltermood, Vermillion Co., \$22.64; L. O. Da e, Wabash Co., \$56.23; Eli L. Myers, Fountain Co., \$47.93; E. J. McAlpine, Kosciusko Co., \$21.41; Horace Ellis, North Vernon, \$3.60; Cash, Oakland City, 28 cents; J. C. Eagle, Shelbyville, \$5.51; U. S. Marrs, West Franklin, \$1.35; Geo. W. Ellis, Elkhart Co., \$68.3 ; R. F. Conover, Rush County, \$31.57. Total, 1174.58.

THE Cass county summer normal school will open in Logansport, July 16 and continue six weeks. For particulars write to County Superintendent J. H. Gardner.

EARLHAM COLLEGE.—The catalogue makes a complete exhibit of the condition of the college and its resources and facilities. Sent on application. Commencement June 13.

FRANKLIN COLLEGE is in a prosperous condition as shown from its catalogue for 1893-94. The senior class this year numbers thirty, and is the largest class in the college, which is something unusual. Dr. W. T. Stott is the president.

THE County Superintendents will hold their annual convention at Indianapolis, June 13, 14 and 15. The 15th will be engrossed by a visit to the State Normal at Terre Haute. This visit to the normal school was arranged for last year but owing to the unsettled state of the school at that time was given up.

VALPARAISO graduated from its high school this year a class of fourteen only two of whom were boys. It adheres to the good old plan of having each graduate make a speech or read a paper on commencement day. The writer was present at the commencement and can testify to the high order of the exercises. W. H. Banta is superintendent.

COMMITTEE ON CHILD STUDY.—In compliance with the resolutions adopted by the Southern Indiana Teachers' Association, I name the following persons to act as the committee on Methods of Child Study: Dr. Wm. L. Bryan, chairman, Bloomington; Howard Sandison, Terre Haute; Supt. W. F. Hoffman, Washington; Miss Leva Foster, North Vernon; Miss Jennie Pate, Edinburg. Yours truly, W. B. OWEN.

ANY person having a copy of the last edition of "Newby's Number Science" and is willing to dispose of it will please write to W. A. Furr, Covington, Ind.

WATERLOO. The schools of this place had a red letter day May 11 in the form of a reception to the public. Special preparation had been made, and the work of each room was exhibited to the visitors in the best possible form. When such preparation has been made and special invitations have been extended parents will always attend in large numbers and great good must result. H. H. Keep is superintendent.

THE spring term of Indiana University opened in April with nearly one hundred new students. The total enrollment this year will probably reach 650. Four years ago the total enrollment was only 321. The present year has been by far the most prosperous in the history of the institution. The faculty now contains forty-eight persons, and President Jordan of Leland Stanford, formerly president of Indiana says: "It is a strong faculty, stronger than before."

PURDUE UNIVERSITY is now able to announce that, notwithstanding its great fire last January it will be able to take up all lines of work next fall as originally planned. The working laboratory will be completed and every machine, tool and piece of apparatus necessary to carry on instruction and practice will be in its place and ready for use next school year. Prof. Smart's indomitable energy has brought this to pass.

THE **THORNTOWN** high school commencement occurred May 2 President Swain delivered the address to a strong class of fifteen. The baccalaureate sermon was given by Dr. C. N. Sims. The school year has been highly successful and the prospects are better for next year. More than half the teachers are State Normalites. A new high school building is in progress. A. E. Malsbary is the superintendent and Annette E. Ferris is principal of the high school.

THE State Board of Education has issued to the following persons professional licenses: John H. Carroll, Leavenworth; Omer Caswell, Eby; J. L. Dixon, Elizabethtown; Daniel Freeman, Richmond; W. B. Owen, Ellettsburg; Hiram B. Patton, Morristown; Jesse W. Riddle, Leavenworth; Albert W. Scott, Evansville; Sylvester Thompson, Oakland City; R. T. Thiebaud, Vevay. State licenses were issued to Elias Boltz, Dunkirk; James Deming, Shelbyville; George B. Haggitt, Paducah, Ky.; J. H. Hayworth, Edinburg; Albert W. Martin, Logansport; H. G. Woody, Kokomo, and O. M. Searles, New Carlisle.

DEPAUW UNIVERSITY.—Probably the best opportunities for original work offered by the schools of America to-day are in the seminaria. Here real students are made. It can be truly said that no one is a student of a subject unless he can do original work on that subject. DePauw has four very well developed seminaria. They are in the departments of philosophy, history, botany and Latin. Great zeal has been manifested by the students in these privileged classes and the result has been very excellent. . . . The College of Liberal Arts will graduate sixty-four this year. . . . The seniors will don caps and gowns at the coming commencement.

THE Werner Company of Chicago have recently purchased and will in future manufacture the well-known list of text books hitherto published by Messrs. Porter & Coates, of Philadelphia, and also the books formerly published by the Columbian Book Co., of St. Louis. In adding this line of books to their already extensive manufacturing and publishing business, it is with the intention of issuing in due time, a complete series of standard text-books, for the use of common schools, high schools, colleges, etc., as well as such other educational literature as may be required to meet the great and growing demands of the people. J. C. Thomas, for many years the popular and efficient head of the text-book department of A. S. Barnes & Co., is in charge of the same department for the Werner Co., and he is sure to make it a success.

THE Northern Indiana Normal School and Business University at Valparaiso, is now closing its 21st year and is still growing in prosperity and efficiency. The writer recently spent a day in the school and was greatly pleased. He found that the enrollment for the term just closing had been over 2400 and that there were then in attendance more than 2000. More than thirty well equipped, well paid instructors constitute the faculty and they devote themselves to their work with a will. A noted advance has been made in the natural science departments, where the teaching is all done according to the most approved methods. The chemical department is especially well equipped. About eighty students can be accommodated in the laboratory at one time, each with a table, water, gas jet, drawer and all necessary appliances and materials to do actual work with real things. In this way students learn chemistry instead of learning something about chemistry. The museum is quite complete and contains specimens with which to illustrate all classes of natural objects. The new department of pharmacy and kindred medical studies are taught by experts and are largely attended. The business department is the largest and perhaps the most complete in the state. The number in this department may be inferred from the fact that there are forty-five typewriters in use. Forty-one pianos are in use in the musical department. No extra tuition is charged in any department except for instrumental music. This is very unusual. The unprecedented success of this school is owing chiefly to three things: (1) It does good work and students feel that they get value received for their time and money; (2) it furnishes everything the students need at the lowest possible price so that they can afford to get an education. Good rooms and good board are furnished at from \$1.50 to \$1.90 per week; (3) students are allowed to enter at any time and they are provided special teachers, without extra charge, to assist them in making up studies to join regular classes or to enable them to make a specialty of certain branches. Such an arrangement is greatly appreciated. To these attractions must be added the wonderful personality of the principal, H. B. Brown and the scarcely less kindly bearing and obliging disposition of the associate principal, O. P. Kinsey.

PERSONAL.

W. C. WEIR, of Springfield, O., will succeed O. L. Kelso as principal of the Richmond high school.

WM. V. TROTH, who for the past year has had charge of the Wheatland schools, will next year be in charge at Bicknell.

F. M. INGLER, of the Princeton high school, has accepted the principalship of the Marion high school at a salary of \$1000. Good.

MISS EMOGENE E. SHADDAY, of the Union City high school, has accepted the department of English in the Frankfort high school.

CHAS. J. WAITS, a graduate of the state normal, and at present a senior in Indiana University, has been elected principal of the school at Carlisle.

W. H. BANTA has closed his twenty-third year as superintendent at Valparaiso and is elected for the twenty-fourth. A good record.

W. D. KERLIN and W. H. Moore are conducting a summer normal at Worthington. The school numbers over eighty and is prosperous in every regard.

ROBERT SPEAR has been re-elected principal of the Evansville high school. He has held this position for many years and is regarded as one of the strongest principals in the state.

J. L. DIXON has for the past six years been principal of the schools at Elizabethtown and in that time has sent out thirty-eight graduates from the high school. He has done a good work.

P. P. STULTZ has been again re-elected superintendent of the Jeffersonville schools. Probably no superintendent in the state has his schools more completely in hand than does Mr. Stultz.

JAMES R. HART, who resigns at Union City to go to Lebanon, was recently surprised and delighted to receive from his teachers and janitors a handsome gold watch as a token of their high regard.

W. W. BLACK, of the State Normal class of '93, has been elected superintendent of the schools of Paris, Ill. This is a good position and the Journal congratulates Mr. Black on his good fortune.

E. E. GRIFFITH, superintendent of the Institution for the Blind, has been selected trustee of the State University to fill the vacancy caused by the death of Hon. Jas. L. Mitchell. A good selection.

H. T. EDDY, president of the Rose Polytechnic Institute, has tendered his resignation which has been accepted by the trustees. The resignation will take effect in September at the beginning of the new school year.

J. V. BUSBY, superintendent of Madison county, has been elected superintendent at Alexandria and will accept. Mr. Busby is one among the best of the county superintendents and he will no doubt do good work for Alexandria.

JOHN B. WISELY, a graduate of the state normal, and for several years past a member of the faculty of the Minnesota State Normal at St. Cloud, will next year take W. B. Wood's old place in the Indiana State Normal School.

LANGDON S. THOMPSON, formerly a professor in Purdue University, but for several years past superintendent of drawing in Jersey City, N. J., is also connected with the New York school of Pedagogy. He reports the school as very prosperous.

W. E. HENRY, last year a teacher in the State University but now taking a post-graduate course in Chicago University, has been elected to a Fellowship which will become available next September. This is an honor of which Mr. Henry may well feel proud.

W. J. BURTON, an old Indiana man and for many years western agent for Harper & Bros., has taken service with The Werner Co., of Chicago. The company may congratulate itself on having secured the services of one of the ablest book men in the country.

H. B. BROWN, principal of the Northern Indiana Normal School, is being strongly urged to take the nomination of his party for congress from his district. Notwithstanding the flattering prospect that he could have the nomination and be elected, he declines with thanks, and says he prefers to remain at the head of his school.

JAS. C. BLACK, formerly superintendent at Michigan City, will soon receive a Doctor's degree from the New York school of Pedagogy, where he has been studying for the past year. He is certainly now well equipped either for a superintendency of schools or for work in normal schools. He is too good a man to lose from Indiana.

JUDGE DRAPER, the distinguished New York state superintendent, who for the last year has been superintendent of the Cleveland, O., schools has just accepted the regency of the Illinois State University. This institution is well supported and already stands very high among the state universities. If Judge Draper makes his usual record he will place the institution in the front rank.

J. C. EAGLE, after seven years faithful service as superintendent, lays down the reins of the Shelbyville schools. Mr. Eagle had previously been at Edinburgh as superintendent and had given uniform satisfaction. In his seven years at Shelbyville the schools have moved steadily forward without a jar or serious complaint. He has the ability to get on smoothly with students, teachers and patrons. He leaves behind him warm friends who greatly regret his removal.

J. W. LAYNE, after serving eight years as superintendent of the Evansville schools, tenders his resignation. In accepting the resignation the trustees passed the following resolution:

WHEREAS, J. W. Layne declines to be a candidate for the position of superintendent, therefore be it

Resolved, That this Board regrets that Mr. Layne withdraws his name from our consideration for the position of superintendent, as the

Board holds Mr. Layne in high esteem as an educator, and as an honest, faithful public servant, and regrets to part with his services.

CYRUS SMITH IN LUCK.—The American Book Company has done itself proud in saying to several of its oldest and most loyal agents—men who have grown gray in the book business—you have earned a respite from the severe strain of constant toil and travel; we appreciate what you have done, we shall still need your counsel and occasional active aid, but you may do the remaining work for us from your homes. A liberal salary is given to each of these men and they now have a holiday. Cyrus Smith, so well and so favorably known in Michigan is of course one of the favored ones.—*The Michigan Moderator*

Cyrus Smith is as well-known in Indiana as in Michigan and his hundreds of friends will be glad to learn of his good fortune. He is a man who is thoroughly liked by all who come to know him well. The JOURNAL extends hearty congratulations.

WM. A. HESTER has been elected superintendent of the Evansville schools to take the place of J.W. Layne, resigned. Mr. Hester received his education at Lawrenceburg, Madison, Moore's Hill College and De Pauw University, graduating from DePauw in 1881 and taking the degree A. M. in 1884. He taught first at Charlestown and then went to Owensboro, Ky., where for nine years he had charge of the high school. In September, 1891, he went to Evansville and took charge of the Campbell street school, from which position he has just been promoted. This promotion is a distinguished honor as Evansville, next to Indianapolis, is the largest city in the state and its superintendent is ex-officio a member of the State Board of Education. THE JOURNAL extends to Mr. Hester its hearty congratulations and wishes him eminent success in the discharge of all his duties.

Factories, during the last year, have closed everywhere, and in all business, there has been almost complete stagnation. Not only laboring men, but their employers, and professional men have been without work; yet in comparison with the condition during previous panics, which have come at almost regular intervals to the business interests of this country, there has been little suffering.

Everywhere men have been idle, but in few instances have they been really in distress. This is an encouraging sign, for it means that our people are being educated in finance as well as books. They are beginning to realize that in the secret of saving lies the secret of wealth.

We are indebted most for the education of the masses on finance to the savings and loan associations, which fifteen years ago began to start up throughout different parts of the state, meeting in corner groceries, or factory offices, with perhaps fifty shareholders, who paid from twenty-five to fifty cents per week to the treasurer. The moneys accumulated thus were loaned at regular intervals to a member who wanted to build a house, the organization taking a first mortgage on his property.

The payments of the interest and principal were made weekly, thus distributing evenly the debt throughout the whole year.

Those who did not borrow, at the end of from seven to ten years, received the money they had paid in and enormous earnings. They found that their money brought them larger interest than they could elsewhere obtain, because as it was paid in by the borrower weekly, so it was re-loaned, and the fund as a whole was compounded. On this no taxes were paid making indirectly a great earning in this saving.

Laboring men and women learned that, by depriving themselves of a few cigars, or a few needless articles of dress, or stinting themselves in their household expenses for a short period, they were able to accumulate a nucleus of a small fortune, or pay for a comfortable home.

Some moneyed men, and men of large business experience, from this practical lesson, saw that their earnings were greater through the building and loan association than through any other investment and by far more secure than in the majority of others, and they began to pour money into them instead of banks, and recently have begun to organize concerns which are run on thoroughly business principles, which has been very successful.

As an instance, the Mechanics Mutual Savings & Loan Association, of Indianapolis can be mentioned. It has fifteen directors.

Of this organization Robt. N. Lamb is president. He is president of the Consumers Gas Trust Company, of Indianapolis and has had large experience in handling various other trusts.

The vice-president is William Garstang, Superintendent of Motive Power of the C. C. C. & St. L. Ry. Co. He has under him the employment of nearly three thousand men, and for years has been looking after the ordering of the locomotives and machinery of this road and the Chesapeake & Ohio Railroad.

The treasurer is Andrew Hagen, who is secretary and treasurer of the Home Brewing Company of Indianapolis, whose affairs he has managed with great success.

The secretary is William H. Dye, one of the best known attorneys of Indianapolis, with a large corporation and general clientage.

The other directors are: Boswell Ward, of Ward Bros. Wholesale Druggists; G. H. Graves, Supt. of the I. D. & W. Ry. Co.; Wm. R. Evans, of Evans' Linseed Oil Works; William Swanson, Master Mechanic of the Penn. R. R. Co.; J. H. Filcer, Supt. of the boiler shops of the Big Four Ry. Co.; S. S. Kiser, Clothing Merchant; G. L. McKee, Master Mechanic of the I. D. & W. Ry. Co.; F. M. Lawler, Master Mechanic of the Chicago Division Big Four Ry. Co.; Bellamy Sutton, Capitalist, formerly superintendent of the Cairo Division Big Four Ry. Co.; C. S. Washburn, General Manager Massachusetts Life Insurance Company.

The By-laws of this association are the result of years of experience with small associations. The shareholder can, by the payment of 80 cents a month for an estimated period of six years, obtain one hundred dollars. *The saving of twenty-seven cents a day, paid monthly, entitles the shareholder to a thousand dollars.*

So in six years time, the holder of ten shares will have paid seventy-two monthly installments of eight dollars each, or a total of \$576, *making a net profit of \$424.* According to this estimate *\$424 is realized upon an investment of \$576, which has been in the association for an average of three years.*

So also by saving 13 cents a day, paid monthly, \$500 will be realized. The shareholder can withdraw after the first thirteen months and receive all he has paid into the loan fund with the earnings thereon. Shares can be had by the payment of the first month's dues to 21 Lombard Building, Indianapolis. There is no entrance fee.

Owing to the character of the men who manage its affairs and the careful business methods adopted, its growth has been marvelous. We feel gratified that an institution as worthy as this, is meeting with such wonderful success, and it should be encouraged by every school teacher in the state saving from \$1.80 to \$8.00 a month.

With institutions of this kind, run as this is run, patronized as this should be patronized, the horrors of months of idleness or sickness depart, and the dangers from financial panics will evaporate. It is so easy to provide for such emergencies.

BOOK TABLE.

THE FRANKLIN REPUBLICAN sustains an excellent educational column. We always read it.

THE BREEDER'S GAZETTE, of Chicago, the best stock paper in this country, has reduced its price for clubs of five to \$1.25; for clubs of ten to \$1.00.

THE YOUNG PEOPLE, edited by George F. Bass, of Indianapolis, comes to our table each month filled with choice reading for boys and girls. This little paper is more than meeting the expectations of its friends.

INSTITUTES OF EDUCATION comprises an introduction to rational psychology and it is designed as a text-book for colleges by S. S. Laurie, professor in the University at Edinburgh. This book ranks high among books of its class and those interested in this department of study will wish to read it. The publishers are Macmillan & Co.; New York.

HOUGHTON, MIFFLIN & Co., of Boston, have just issued a combination of three numbers of the *Riverside Literature Series* which will appeal to every teacher. This book consists of masterpieces of the three great American poets, Longfellow, Whittier, and Lowell, and contains Longfellow's *Evangeline* (No. 1); Whittier's *Snow-bound*, *Among the Hills*, and *Songs of Labor* (No. 4); and Lowell's *Vision of Sir Launfal*, *Harvard Commemoration Ode*, *The First Snow-Fall*, *The Oak*, and nine other poems (No. 30). There are also biographical sketches. Price 50 cents.

THE SELECT WORKS OF BENJAMIN FRANKLIN, including his autobiography with notes and a memoir by Epes Sargent, Lee & Shepard, Boston. Price, 75 cents. This is the first attempt to give to the public a cheap, popular edition of Franklin's works. The ten volumes edited by Jared Sparks is very complete but compels the reader to spend more hours on the subject than he feels he can command. The volume under consideration contains all of Franklin's purely literary productions of merit, with liberal specimens of his philosophical writings and the choicest of his letters. The memoir which occupies one-fourth the book shows the writer a great admirer of this distinguished American and at the same time does not hesitate to point to some of Franklin's weaknesses. Mr. Sargent shows himself the just and temperate historian.

A FIRST BOOK IN ALGEBRA, by Wallace C. Boyden, A. M., Sub-Master of the Boston Normal School. Silver, Burdett & Co., Boston, Mass. This new book is a departure in the grammar school work. It has been especially prepared to meet the demand for a text-book in algebra suited to the needs and methods of instruction in the upper grammar grades. A feature of the book is the absence of definitions and the scarcity of set rules and formulas. The solution of problems is made the main feature of the book and only when the principles that govern the solution are mastered and the pupil is able to formulate his own rule, does the author put in words the method for solving

problems. A large part of the work can be performed mentally, though it is not distinctively a mental algebra. It is an excellent little work. Introduction price, 60 cents.

MATHEMATICS FOR COMMON SCHOOLS is a one-book arithmetic in three parts. Part I contains addition, subtraction, multiplication and division, simple fractions and the most commonly used denominate and compound numbers. Part II gives a full treatment of common and decimal fractions and of compound numbers, and takes up the simpler and more practical parts of percentage and interest. Part III completes the grammar school course and contains in addition a chapter on algebraic equations and one on elementary constructive geometry with applications. Part I does not contain a rule or definition and the other parts almost none. The examples are numerous, of great variety and well graded and give ample opportunity for drill. The book is certainly up to the best thought on this important subject and deserves liberal patronage. The author is John H. Walsh, associate superintendent of the Brooklyn schools and the publishers are D. C. Heath & Co.

A LABORATORY GUIDE IN GENERAL CHEMISTRY.—By George Willard Benton, A. M., Instructor in Chemistry, Indianapolis High School and Chemist for the City of Indianapolis. 173 pages. D. C. Heath & Co. This book contains specific and detailed directions for the successful performance of over 150 experiments with blank pages for notes. It is intended for class use, hence complicated experiments and expensive apparatus are particularly avoided. The main facts and processes of general inorganic chemistry are clearly illustrated and set forth in a logical manner. Educational features are strongly impressed throughout, pupils being led by systematic advances through series of facts, which judicious questioning readily develops into principles. The chief aim of the course is to teach pupils to *see* and *think*. Both teacher and pupil will find the appended matter useful. The suggestions to pupils, references to text-books, tables of principal elements and lists of supplies for the course with the formulas for preparing solutions, contain much of practical value in fact and suggestion.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-1f

WANTED.—Salesman to sell goods by sample to wholesale and retail trade. Big pay. Steady employment for teachers during vacation. Address with stamp **THE SUPPLY COMPANY, Tolono, Ill.**

THREE MONTHS FREE. - To any one sending us a list of from 15 to 25 names of young people who are teachers or who expect to teach, we will send our college journal three months, free of charge. Ask for sample free of charge. L. M. SNIFF, President, Tri-State Normal, Angola, Ind. 6-1t

WANTED.—By a well established school book publishing house one or more active traveling agents, to work in certain states adjacent to and east and west of the Mississippi River, north of Arkansas and Tennessee. State residence, present occupation and experience in school book work, if any, also upon what terms services can be secured. Address, School Book Publisher, office of this paper. 6-1t

BIG FOUR ROUTE —On account of the meeting of the National Educational Association at Asbury Park, N. J., in July the Big Four Company will sell tickets from all points on its lines at one fare for the round trip with \$2 added for the association fee. Tickets good, going, via Niagara Falls, N. Y. Central R. R., giving daylight ride by boat down the Hudson, returning via Chesapeake & Ohio, stopping if desired at Washington, D. C. For further information call on Big Four agents. E. O. MCCORMICK, Passenger Traffic Manager, D. B. MARTIN, General Passenger and Ticket Agent; Cincinnati, Ohio; H. M. BRONSON, A. G. P. A., Indianapolis, Indiana.

HO FOR THE N. E. A. AT ASBURY PARK.

In July of this year the National Educational Association will be in session at Asbury Park, N. J. For that occasion special low rates will be in effect from ticket stations on the Pennsylvania Lines to Asbury Park, affording an excellent opportunity for a sojourn at the seashore. Tickets will be sold at the rate of one fare for round trip plus \$2 which goes to the Association as a membership fee. The public generally may take advantage of the reduction on July 7th, 8th and 9th, as excursion tickets will be sold to all applicants on those dates.

Tickets will be limited for return passage until July 16th, 1894, but by depositing them with the joint agency at Asbury Park on or before July 13th, the return limit will be extended to September 1st, 1894, if desired. This arrangement will give ample time for side trips and visits to other eastern points.

The seclusion of Asbury Park as the place for holding the meeting will enable members of the Association, and others who may so desire, to make a most delightful vacation trip at a greatly reduced fare. Asbury Park is famous as one of the most popular resorts along the Atlantic Ocean. It is located in the midst of the delightful summer havens on the New Jersey Coast, fifty-one miles from New York and eighty-nine miles from Philadelphia on the Pennsylvania Railroad. Ocean Grove is a near neighbor and Long Branch is only six miles away. Cape May and Atlantic City and numerous other ple. sure resorts, are also close at hand and special excursions tickets from Asbury Park to those delightful retreats may be obtained at slight cost during the season. From the extreme western termini of the Pennsylvania system, Chicago, Indianapolis and St. Louis, solid vestibule trains run without change to Philadelphia and may be boarded by excursionists at intermediate stations. At Philadelphia a transfer is not necessary as trains for Asbury Park depart from the handsome new Pennsylvania depot on Broad Street, in the heart of the city, where all trains over these lines arrive from the west, northwest and southwest.

Parties of teachers or families and friends desiring to travel together on this excursion may make special arrangements for transportation and Pullman accommodations. Any information will be cheerfully furnished by ticket agents of the Pennsylvania lines or may be obtained by addressing W. F. BRUNNER, District Passenger Agent, Indianapolis.

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HOW A MASTERPIECE OF AMERICAN LITERATURE CAN BE USED TO THE BEST ADVANTAGE BY PU- PILS IN THE READING CLASSES IN GRAMMAR SCHOOL GRADES.

E. A. TOWER.

GENERAL METHOD.

In any literary selection the author's purpose is the presentation of some one main thought to the intellect, so as to touch the emotions, in order to influence the will. This purpose is accomplished by the treatment of a theme, which is always some phase of human life. The embodiment of the theme may be either a person or a thing.

The purpose in presenting a piece of literature is to give aesthetic culture, to exercise the reason and give facility in the use of English. To realize these ends, analyze the selection into its constituent elements. Then unify these elements so as to disclose the author's purpose, theme, embodiment and aesthetic elements. These elements in their unity, viewed in relation to human life, constitute the ground of the highest aesthetic and moral culture. The latter will be incidental. The work with a given selection consists of a general view and a close view.

The general view results in the analysis of the selection into its main elements, the central thought of each being determined. Unify these elements so as to determine, tentatively, the purpose, theme and embodiment.

The close view carries the analysis to the interpretation of the individual idea in its relation. Interpretation and construction go hand in hand until the selection stands as a unit.

The work in this view will either verify or modify and verify the tentative work of the general view.

Application of this method to the use of Whittier's

"SNOW-BOUND."

Analysis of the poem into principal elements:

Portent of the snowstorm, 1-18.*

Evening chores being done, 19-30.

Snow bond falling, 31-47.

Transformation by the snow, 48-65.

Path and tunnel to the barn, 66-92.

Bond perfected by drift and sleet, 93-119.

Transformations by wood fire, 120-142.

Intensity of cold outside, 143-154.

Contentment and warmth inside, 155-178.

Meditation on departed household, 179-199.

Trust in future meeting, 200-211.

Influencing later life, 212-223.

The household around the fire:

Father tells of interesting events, 224-255.

Mother's vivid representations, 256-306.

Uncle—great lover of nature, 307-349.

Aunt's genial mood, 350-377.

Elder sister's reward for self-sacrifice, 378-391.

Younger sister—author's view of death, 392-437.

Teacher—apostle of freedom, 438-509.

Another guest—mystery of human nature, 510-589.

Faith, love, contentment, 590-628.

Clearing roads through the snow, 629-656.

The doctor—charity of the sects, 657-673.

Inability within to break the bond, 674-686.

Newspaper, without, breaks the bond, 687-714.

Life has sorrows, but also hopes, 715-728.

Urgent duties of the present, 729-733.

"Life greatens in later years," 734-739.

Thankfulness for the poem, 740-759.

Unifying. Two lines of thought are presented. The one pictures the storm, the other the household. The storm is not affected by the household, but the household is influenced by

*Numbers refer to lines of the poem.

the storm; hence, the household is the more important. Whittier presents the influence that the memory of the household has upon himself—179-190; hence he is the central figure of the poem.

The storm came with bluster and hid all familiar scenes, shutting in the household, 1-120. The snow bond was gradually broken, 629-714. Sorrow came to the author in abundance, 179-190. These lines lead us to believe that the multitude of sorrows shut out much of the happiness of the author's life. This bond of sorrow was only broken by faith, 200, 585-589, 725-729, and the influence of time, 735-739. Our experience testifies to this view of sorrow. Hence it is universal, and it is the author's purpose to make us know that the bond of sorrow may be broken. He would lead us to feel the value of this fact, in order that we may rally from the effects of sorrow and break its bond.

The preceding facts and general idea we have of the poem lead us to state the theme as the triumph of faith while doing our duty.

The breaking of the snow bond is a type of the breaking of a physical bond. Whittier's triumph over sorrow is a type of the breaking of a spiritual bond. The physical is subordinate to the spiritual, hence the snow bond serves only as a device to aid in thinking Whittier's bond of sorrow; therefore, Whittier is the concrete embodiment of the theme.

Illustration of the close view, 1-18, etc.

Interpret and note the attributes in the order they occur, then unify.

The place of the scene of the poem is New England. This we know from the biography of the author and the history of the poem.

Brief December day—cheerless sunrise—gray hills—dark circle around the sun—sunlight, at noon, paler than light of waning moon—sun foretells a storm—clouds grow thicker—sun hidden from sight before setting. These attributes cause us to picture the clouds preceding a New England snowstorm.

Cold—hard—dull—bitter—checks the circulation of the face it pinches.

East wind—roar of ocean, on wintry shore, heard inland.

Clouds—cold—wind—roar of ocean foretell a storm,—the storm portent.

Each part noted in the general view will be studied like the illustration. The parts will be set in their relation as studied. To illustrate: The chores made things snug for the coming storm. The storm came, hiding all familiar sights, necessitating the shoveling of a path to reach the barn. Drift and sleet perfect the bond, causing all outward communication to cease.

This work will continue till the poem stands as a unit to the mind, making evident the means to the end. These means—theme, embodiment and language—will be studied, in relation to the purpose, to determine their fitness.

Finally, each pupil will select and read orally parts of the poem he thinks especially good.

Do not lay the poem on the shelf, but use it, and it will brighten with beauty.

Prairie Creek, Ind.

DRAWING.

MISS. A. E. HILL.

Mr. President and Fellow-Teachers—Some years ago, at a meeting of educators in an Eastern city, a noted scientist, who was prominent in educational matters, speaking on the subject of natural science in the public schools, said: "Every primary school must have its little museum of natural history." He then went on to depreciate the study of words, deploring the lack of personal investigation which he found prevailing in the elementary schools of America, and finally declared that the study of English grammar should be abolished as a useless waste of time. But, curiously enough, he was followed by a master of philology in an elaborate and instructive address, illustrating the importance of the study of words as a branch of education, and advocating a thorough course of grammatical training.

It would be easy to multiply illustrations of contradictory opinions and theories concerning subjects and methods of education, showing that individual experience does not go for much in settling an educational question. We want the result of learned experience, the experience of experts who have studied the history and philosophy of education rather than

one phase of it. And we are not lacking in the testimony of such men on the subject of drawing.

Rousseau wanted Emile to be kept clear of the ordinary drawing master, who would put him to imitate imitations and always to draw from the object.

Pestalozzi says: "A person who is in the habit of drawing from nature will form a much more correct impression of such objects than one who has never been taught to look upon what he sees with the intention of reproducing it."

Spencer says that children, by seeking to interest us in their discoveries of the sensible properties of things and by their endeavors to draw, solicit from us just the kind of training they need.

I could quote from almost every one who has made the subject of education a study something on the value of object drawing as a means of training the senses. Sense knowledge is the first that is acquired by the child, and it is the natural method to proceed with his education by cultivating the senses, which are as well developed in young children as in the old—that is, a child can see, hear, taste, smell and touch as well at six as at twenty. Then why not begin to train the senses before they become dulled?

But I am to talk to you about drawing. Knowing how the daily programme of the country school is crowded, it has been a question with me whether I could say anything that would be helpful to you. I have two lines of thought—the first, object or model drawing, the second, drawing with an object. In teaching object drawing we are cultivating two senses—touch and sight, two-fifths of the avenues through which the soul communicates with the outer world.

Those of you who have never taught drawing from the object can have no conception of the wonderful inventive powers the mind develops in drawing. Among the thousands of pupils I have taught drawing from the object, comparatively few have seen the object approximately as it appears to the eye until after several attempts to reproduce it, proving that there is a vast difference between looking at a thing and seeing it. We must teach pupils what to look for in an object before they can see it, even when it is before their eyes. They must be made to see it with their mind as well as with their

eyes. The sense of sight and the faculty of vision are not the same things. The first is physical, the second mental, the two combined being true perception, and it is this faculty of perceiving which the child is acquiring as he progresses with his drawing.

There is also a scientific element in perspective or model drawing. That is, the representation of the form is governed by laws that are not dependent on taste. No amount of sentiment or difference can change these laws, though it is easy enough for people to be wholly ignorant of them or misunderstand them. While these laws are unchangeable, they can be learned by all who are intelligent enough to learn anything. It is a comfort that the appreciation of this element of accuracy in drawing is a matter of the understanding which most pupils are supposed to possess, and not that indefinable attribute called taste, which does not seem so common.

Teachers are too easily discouraged by the inaccuracies displayed in a drawing lesson from models, and feel that children are stupid. It should be remembered that the drawing does not always indicate all that the pupil has learned. We become so accustomed to measuring the mental growth by the visible signs only that we frequently mistake memory for such growth.

In this subject there is no uncertainty about how to help the child correct his errors in representing form. As you look at his drawing you can see at once what he has failed to see. Your duty is to help him by asking such questions as will lead him to compare his drawing with the object and see some point where he has failed to observe correctly. Then, if the child is given the principle that governs that particular case, you are taking the first step toward teaching him to use his reason, and he has a definite test which he can apply to his own work. At first pupils may be careless and inclined to ignore this element of accuracy, but when once they understand that by means of that we secure a nearer resemblance to the model, and that truth in representations means satisfactory work, on which they may look with pleasure, there is a strong desire to know just what is right.

Notwithstanding art is founded on unchanging laws, it is said that the world has produced but two art scholars—Phidi-

as and Michael Angelo. That, in comparison with them, other artists are amateurs, many of them ignorant of the language of art. If this is true of artists who spend their lives in studying form, what can we hope for in dealing with children? I answer, trained perceptive faculties; a better appreciation of form; a more refined taste as to what is beautiful; perhaps some appreciation of art, and a little manual skill. Can you measure what that means in the life of any one of these children?

The second division of my subject, drawing with an object, is more practical for country schools and develops a keen sense of vision. By drawing with an object, I mean the practice of representing an object with which they are familiar, but which is not before them. To illustrate from personal experience, if you will pardon me, I gave a class this lesson: Draw the gate and fence which is in front of your house. Immediately the children who could see out of the window began looking for fences. I said to them those fences may not be like yours. One child said, we can see how one kind is made and that will help us to make ours. It is needless to say that their efforts were crude, but I know that there were a good many discussions respecting fences and such inspection as was never made before. On my next visit to that grade many of the children were anxious to draw their fences and gates. Their work demonstrated the fact that they not only looked at fences, but saw them.

Here is one advantage of this method. You are not compelled to say look, but immediately on having an object named to draw, the child compares his actual knowledge of the thing with his ideal of it, and it is found wanting. At the first opportunity he will acquire all the additional facts that his mind is capable of receiving, for what he already knows will govern the amount he can acquire. Again, by this means you arouse his curiosity; he wonders how such and such a thing does look, anyway.

For this work you may use objects at home or such as he would see going to and from school—in fact, anything that you are sure he can readily find to study. Try this plan and your pupils will be astonished at the amazing amount of ignorance they possess about familiar things. Now is your op-

portunity to introduce some work in natural history and allow your pupils to learn some facts for themselves. For it is this habit of telling children facts which they could, by personal investigation, learn for themselves that takes all the strength and poetry from school life.

There is another line of work which is very nearly related to the last—that of using drawing in the daily recitation. I do not refer to the habit some teachers have of showing what they can do with the crayon. I would have the drawing done by the children. Suppose you are conducting a lesson in geography or history. If the subject matter is such that a map will be of assistance in making it clearer, let one of the pupils draw a minute one from memory, and, as the recitation proceeds, have pupils locate places and things that are mentioned. Such map work is of value, but the same cannot be said of the pretty maps, on the drawing and coloring of which pupils spend so much time.

Is there a problem in arithmetic that can have some part of it put in form? Have the pupil try to do so. He will see more in the meaning of the words for discarding the symbol and substituting the thing.

Does your reading lesson contain passages or sentences that can be illustrated by a drawing? Ask some pupil to make one. In fact, have your pupils draw to learn rather than learn to draw, and they will have clearer conceptions of words and will know more about drawing than your wildest imagination ever dreamed possible.

This manner of dealing with the subject of drawing is a step toward the unification of school work, a condition of things to be greatly desired. It economizes time and helps to clothe dry bones with animate flesh.

I would like to have you take away with you the belief that drawing is an important factor in education and that it is possible for you to make use of it, remembering that while accuracy in execution is desirable, it is much more desirable that children learn to see and to find meanings in symbols.

South Bend, Ind.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

REMARKS ON TEACHING HISTORICAL DATES.

DR. B. A. HINSDALE, MICHIGAN UNIVERSITY.

[From a work entitled "How to Study and Teach History, with Particular Reference to the History of the United States."]

The questions, How many, and what dates shall I teach? have continually receded before us. The fact is, no person can definitely answer this question for another, or even for himself, until he is in the presence of his class. The teacher who demands definite answers, or feels the need of them, thereby confesses his unfitness to teach the subject. All that I can say, in addition to what I have said, is to offer three or four practical remarks.

1. Too many dates are sometimes taught, and bad judgment is often shown in their selection. Some teachers seem to think that pounding dates into a child's mind is the main thing to be done. In fact, the over-emphasizing of chronology has hitherto been one of the serious defects of history teaching. Accordingly, it cannot be too plainly stated that a dictionary of dates is not a history. If the chronologist were a historian, no form of literary composition would be easier, whereas it is a high literary art. Clio sits by right in the circle of the Muses. "To be a really great historian," Lord Macaulay remarks, "is perhaps the rarest of intellectual distinctions."

Dates are not the skeleton of history, as is sometimes said; they are not even its articulations. The American Revolution "turns" on the battle of Lexington, somewhat as the human arm turns on the ball-and-socket joint at the shoulder; the date, April 19, 1775, merely marks the time of transaction, unless, indeed, it is conceived of as the transaction itself.

2. The opposite mistake is sometimes made. The time when an event occurs is dismissed with the contemptuous remark, "A mere date." Now, while facts are the staple of history, they do not become history until they are properly worked up or organized. It has already been insisted that the teacher must constantly regard those relations that control such organization—time, place and causation. Furthermore, in the early stage of instruction time should be more emphasized than the other two principles, or, at all events,

than the third one. It is true that time relations, as antecedent and consequent, may be taught irrespective of dates; still, it will be found that, unless a sufficient number of dates are fixed in the mind to keep facts in their places, they will straggle about in the most vagrant fashion. It is more important to remember this fact, because the doctrine of evolution, which has so much modified methods of studying history, tends to fix attention on the development as a whole, or on the stages into which it is divisible. To a degree this method meets the ends of history, but by no means wholly so. The time when an event occurs is sometimes as important as the event itself; and in general there can be no useful comparison of historical facts without reference to dates or measurably definite periods of time. It is a fault for a writer to sprinkle his pages too thickly with B. C.'s and A. D.'s; but to leave the reader in doubt as to the time relations of facts, or to compel him to infer them from the drift of the narrative because the dates are too sparse, is quite as serious a mistake.

It does not follow that a pupil should not learn a date because he does not comprehend its full historical significance, or have definite ideas of the distance of the event from the base line or from some other event. Such ability as this is acquired but slowly. The prodigious significance of the great dates of history continually grows upon the minds of veteran scholars.

3. Much depends upon the particular subject with which the teacher is dealing. As in geography we are content with general ideas of distant countries, and especially of large countries, while we require much more definite knowledge in dealing with the near, and especially our own country; so in history we do not expect, save in special work, the detail in dealing with Grecian or Roman history that we require in English history, and much less in the history of the United States. The purpose of the writer or teacher also has a direct bearing upon the question, whether he is dealing with the subject in an elementary or a thorough manner.

4. The important dates are the ones to teach—those that stand to the whole historic movement in a relation similar to that of the superior articulations to the human body. These important dates should be fixed in the mind exactly or approx-

imately as firmly as possible, and other dates be arranged with reference to them as antecedent or consequent. It is not so important to know the day on which the Second Continental Congress convened or adjourned as it is to know the day that it assigned to the United States a separate position among the nations of the world.

5. The age of pupils, their advancement in study and particularly in history, and the time that is to be given to the subject, are all to be considered. Here, however, the criteria already laid down for the selection of historical facts in general apply in full force.

Nothing but a knowledge of the subject taught, and of the conditions attending the pupils or the class, and good judgment, will enable the teacher to decide how many and what dates to teach. The attempt has been made to present the principal considerations that bear on the two questions, and to illustrate some methods of procedure. The competent teacher can desire nothing more. The Germans, or some of them, do indeed go further. In the Berlin course of study sixty-three dates are required to be taught in the second class of the elementary schools, and fifty-three in the first class; one hundred and sixteen in all, or about six new dates a month.

6. Still another suggestion may prove useful. The history of one country may serve as a general chronological guide for the history of others. Thus, after she assumed a leading position in the Mediterranean, Rome should be made the point of observation from which to survey the history of that whole basin. "What was going on in Carthage at the time when Pyrrhus invaded Italy?" "in Greece in the days of the Second Punic war?" "in the East in the days of Pompey or Julius Caesar?" For the general American student, England should be the standard for Europe, at least after the Norman conquest. "Who ruled in France in the time of Richard the Lion-hearted?" "What was the state of Prussia in the early part of the reign of George III?"

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

ELEMENTARY SCIENCE.

[What to Teach in the Lower Grades, with a Few Suggestions as Regards the Method.]

THE CAT.

How many have a cat at home? Why do you keep a cat? Where does your cat stay? Does it like a warm place? Does it like a clean place? Does the cat like to get mud on its feet? What does she do when she gets them wet? How are cats protected from the cold? Of what is its coat made? Does your cat like to have you rub her? Does it make any difference which way you rub the fur? Rub it in the dark. What happens? Does the cat need to eat? Why? What does she eat? How many ever saw a cat catch a mouse? How does she do it? Look at your cat's claws. Are they sharp? Are they like the dog's claws? Why do they not get dull as she walks about? Notice how they can be drawn in and extended. Has the cat the same number of toes on each foot? Does she make much noise in walking about? Why should the cat not make much noise with her feet? Look at your cat's teeth. What kind of teeth has she? Are they good teeth for her kind of food? Why? How many ever saw a cat drink milk? How does she do it? When does your cat hunt for mice? Can she see well? Can she see in the dark? What makes you think that she can? Look at her eyes. Are they like ours? How different? Take a cat into a dark room and examine her eyes there. Then examine them in the bright sunlight. What difference do you see? Why do you suppose the eyes change in this way? What does the cat say when she is hungry? What does she say when she is happy? When she is angry? Notice the cat's whiskers. Of what use do you suppose they are? Can the cat hear well? How do you know that she can? Have your pupils do most of this work in observing at home. There will be no trouble in getting this done if the teacher takes a lively interest in the work and gets the children started--in the right way. A cat might be brought to school.

THE ROBIN.

The spring is probably the best time to begin the study of the robin. Watch for its return. When are the first robins seen? Where do you suppose they have been? Why do you

think they left us last autumn? Do they return in pairs? What do they eat during the early spring? Where do they find their food? How do they get it? Try to have your pupils discover a pair of robins that are just beginning to build a nest. Where is it building? Did you see the robins around there before they began to build? Did it seem to take them long to decide where to build their nest? Of what is it building? Where do the birds get the material for the nest? How is the material carried? Do both birds work in building the nest? What use is made of the mud? Do people ever use anything in building a house as the robin uses mud? How is the nest lined? How long are the robins in building their nest? Why do they build a nest? How many eggs does the robin lay? What is their color? How long must the robin sit on the eggs before they hatch? Try to have your pupils look into a nest full of young robins. Do they look hungry? Do both robins get food for them? How are they fed? How do you know the mother robin from the father? How many know the song of the robin? How many ever saw a robin while it was singing? Where was it? Do both robins sing? Why do you suppose birds sing? If possible, secure a live robin and make a study of its structure for the purpose of better understanding the function of the parts. Notice especially the shape of the bill—the position of the eyes—the way that the feathers are arranged on its body—the way that the wing feathers overlap—the place of attachment of the wings—the tail and its uses—the slender legs—the toes and their arrangement. Ask the question “Why?” often.

—Public School Journal.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

ADVANCED READING.

The term, advanced reading, as here employed, has a somewhat extended meaning; it does not signify merely the work in reading that belongs to the higher grades and to the high school; it is used to include all reading work in which the effort is to work out the meaning of selections. Any reading work that deals with connected sentences may be included under the term, advanced reading, as here used.

The general aim of preliminary reading work is to bring it about that the child shall be substantially at home with regard to the meaning and pronunciation of the words that are to be found in any selections that he undertakes to read. It is the effort in the early primary work to make the child so familiar with the meaning of words and with the means of working out their pronunciations that his mind may be brought into immediate contact with the thought of the writer.

It is evident that every selection which is employed as subject matter in a reading lesson has two sides—the expression side and the meaning side. The expression side is made up of certain sentences, and paragraphs or stanzas; these are composed of separate words. To make the child familiar with these separate words as to meaning and pronunciation is the aim of the primary reading work. On the meaning side of a selection in reading there are two factors. One of these is the purpose or aim that the writer had in mind, and the other is the thought or idea that he used as a means to accomplish his aim.

It is evident, therefore, that the study of a lesson in advanced reading involves attention to three elements:

1. The purpose of the writer.
2. The central thought or idea of the selection.
3. The language employed to set forth the thought.

In order to be prepared to present to a class the work upon a reading lesson the teacher should therefore make a careful study of these three elements. The extent of this study is not always adequately indicated by the text-book in reading. The preparation should usually be much more ample than that therein hinted. Consider, for example, the selection entitled "Children," on page 23 of the Indiana Third Reader:

1. "Come to me, O ye children!
And whisper in my ear
What the birds and the winds are singing
In your sunny atmosphere.
2. For what are all our contrivings
And the wisdom of our books
When compared with your caresses
And the gladness of your looks?

3. Ye are better than all the ballads
That ever were sung or said,
For ye are the living poems
And all the rest are dead."

—Henry W. Longfellow.

In connection with these stanzas the book indicates that there is to be given a "Concert Phonic Drill." It is noted that in giving the sound of Italian a the mouth is to be kept wide open. In addition to this, a list of words to be spelled by sound is given.

While these points are not given as bearing directly upon a lesson, they indicate the bent as to reading work. Following the stanzas two directions are given: "Memory exercises. Require pupils to learn these stanzas and to recite them in the class. Slate work. Write from memory the first stanza. Exchange slates and correct errors. Notice the indentation of the second and fourth lines."

The remark to be made concerning these directions that precede and follow the three stanzas is that they do not in any way hint the purpose of the writer and they do not suggest the true spirit in reading work.

These three stanzas are the concluding part of Longfellow's little poem entitled "Children." Of the stanzas that precede these there are six. The teacher should study the poem as a whole, and in teaching it to the class he should have the first six stanzas before the children upon the blackboard. Under these conditions he should lead the pupils to study in order the following points:

1. What seems to be the writer's aim?
2. What thought or conception does he use in order to accomplish his aim?
3. In what respects are the images and the language adapted to the thought and the purpose?

The first stanza of the poem is:

"Come to me, O ye children!
For I hear you at your play,
And the questions that perplexed me
Have vanished quite away."

Is it the aim of the author, as indicated by this stanza, to

increase the reader's appreciation of children? To make him value them more highly? To awaken a greater degree of kindness toward them?

The second and third stanzas are as follows:

“Ye open the eastern windows,
That look towards the sun,
Where thoughts are singing swallows
And the brooks of morning run.
In your hearts are the birds and the sunshine,
In your thoughts the brooklet's flow,
But in mine is the wind of autumn
And the first fall of the snow.”

If the pupils had concluded from the study of the first stanza that the purpose of the writer was to lead the readers to value more highly the children with whom they come in contact, these two stanzas are to be studied in order to see whether they seem to show the same purpose. The three following stanzas would be examined with the same thought in mind:

“Ah! what would the world be to us
If the children were no more?
We should dread the desert behind us
Worse than the dark before.
What the leaves are to the forest,
With light and air for food,
Ere their sweet and tender juices
Have been hardened into wood,—
That to the world are children;
Through them it feels the glow
Of a brighter and sunnier climate
Than reaches the trunks below.”

After studying carefully these three stanzas in order to see what purpose they hint, attention should then be turned to the three that are given in the reading book. With the whole poem before them, the children should be encouraged to use the utmost freedom in trying to think out, in their own way, the aim that the author had in writing it. They should, however, be led to test all their ideas upon this point by the language of the poem itself. If their conclusion is that the aim of the author in writing the poem was to increase the reader's

appreciation of and kindness toward children, they should then enter upon the study of the poem as a whole, in order to work out the thought that the writer used as a means to accomplish his purpose. In the first stanza the last two lines indicate that the writer was perplexed with questions, and that, under the influence of the presence of children, these perplexing questions vanished. In the last two lines of the third stanza the author speaks of the mature mind as having lost its sunshine and freshness and as being like the wind of autumn and the snow. In the fourth stanza the idea is advanced that without children there would be desert behind and darkness before. Thus, throughout the poem, elder persons are represented as possessed of a need. Along with this thought children are represented as fitted to relieve the need. Is the central thought the ministry of children? Does the author, in order to increase the reader's appreciation of children, present to him in beautiful imagery and language the thought that the bright, musical, fresh life of the child renews these characteristics in the older person? These the children are to study. They are to examine the poem as a whole, and stanza by stanza, in order to answer the question—Is the beneficial influence of children the main thought of the poem? Is this the thought that the author uses and sets forth in imagery and language in order to accomplish his purpose, namely, to increase the reader's appreciation of children?

H. S.

A PICTURE LESSON.

"I had eight oranges and put them in dishes, placing two oranges in each. How many dishes did I use?"

As soon as the problem was given each child went busily at work, and in a very short time laid the slate aside and took position, showing it was through.

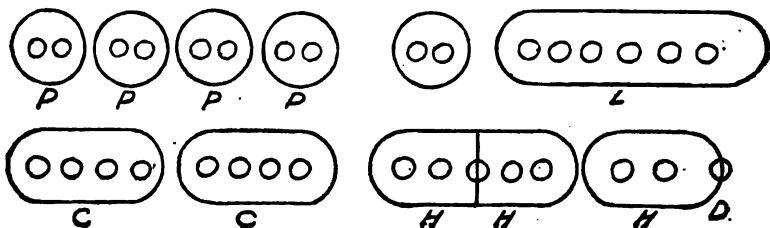
Then followed several problems, among them the following:

"John had eight marbles; he lost six. How many had he left?"

"I had \$8 and wished to buy rocking chairs at \$4 each. How many could I buy?"

"A man had \$8 and bought hats at \$2.50 each. How many did he buy?"

On looking over the slates no figures were found, and the following was on one slate as the solution of the four problems given:



The child explained that p stood for plate, l for left, o for chair, and h for hat, and the half circle at the right in the last problem meant the man would have half a dollar left.

No figures had been used, but the work in almost every case was correct. The teacher said the children could make the figures; that after they had a pretty good idea of a number (from 1 to 10) she had taught the figure for it; but she preferred picture work (as she called this), as she thought the children needed to be perfectly familiar with this objective phase and able to picture it out before solving problems in the usual way.

I am aware there are many primary teachers who will say of this exercise, "Any child can do that." Very true. That is the good feature in it—it is in such harmony with the child's way of thinking things that "any child can do it" and see the reason in it, which is more than can be said of the ceaseless work with figures too often seen.

LEND A HAND.

[This department is conducted by Mrs. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

"HOP O' MY THUMB."

How would you like, on this sultry July day, to read an old, old fairy story? You have heard it often, no doubt, but how would you like it retold, so that you need not refresh your memory by peeping into a book of fairy tales? Some hot day next September you may open your July Journal and brighten

the listless faces by asking, "Children, how would you like to hear the story of Hop o' My Thumb?"

Once upon a time there was a wood cutter and his wife, who had three pairs of twin boys and a tiny dwarf boy. The oldest twins were ten years old and the little dwarf was seven. He was so little that he could have hidden behind your slate. He was fond of play, and the game he liked best was to be placed on a table and see how many times he could hop over his father's thumbs without tripping. Nearly every day his father would say, "Come, hop o' my thumb." So, by and by, everyone began to call the tiny boy "Hop o' My Thumb." His brothers said that was a good enough name for him, for he was too little to work, and too little to go to school, and too little to be of any use anyway. They did not like to play with him for fear they might step on him. He was not strong enough to spin a top, except a little one made from a spool. His hands were so small that he could not shoot marbles as you do, but had to kick them like a football. His brothers said that was not the way to play, and would not let him be in the game. He was often lonely, but he tried to learn all he could.

By and by hard times came; no one had any money to buy wood. The wood cutter became so poor that his family had nothing to eat. The boys were so hungry that they chewed leaves and roots. One night, after the children had cried themselves to sleep, the wood cutter said: "It will break our hearts to see the boys starve to death. Let's take them to the forest and lose them; then we shall not know when they die."

Their mother sobbed and said she could not let them go, but at last she said: "Perhaps it would be best." "Then I will lose them to-morrow," said the wood cutter. Now Hop o' My Thumb had heard all they said. He ran down to the river and filled his pockets with wee, wee white pebbles.

The next morning, when the children begged for food, their father said: "Come with me to the forest and find wild strawberries to eat." So he took them far into the forest, and while they were gathering berries he slipped away and left them.

When they missed their father the poor little fellows began to cry and call him just as loudly as they could. "I will show

you the way home," said Hop o' My Thumb. "Hush," said the oldest twins, "you are too little to know that much." They waited and waited, but their father did not come. "I can show you the way," said Hop o' My Thumb again. "Keep still; you don't know anything but hopping over father's thumb," replied his brothers.

Then they waited and waited. At last Hop o' My Thumb said a third time, "I can show you the way." Then his brothers answered crossly, "Let's see you do it." Then Hop o' My Thumb looked carefully on the ground and found a pebble, a little farther on another, and another. His brothers followed, and the wee white pebbles that he had dropped showed him the way home.

Their father and mother met them at the door and hugged them every one. Their father was starting to hunt for them, for a man who owed him had paid him ten dollars, and he had bought plenty of food. They had a good supper and were so happy.

All went well till the ten dollars was spent. Then they were as poor and hungry as before, and had nothing but leaves and roots to eat.

The wood cutter said: "It is harder than ever to see the boys starve to death. I will lose them in the forest to-morrow." Their mother shed many tears, but said: "Perhaps it is best." Hop o' My Thumb heard this, too. But he could not go to the river for pebbles, because the door was locked. In the morning their mother gave them each a slice of bread, and their father said, "Let's go to the forest to hunt for berries." Hop o' My Thumb did not eat his bread, but put it in his pocket and dropped crumbs of it as he went to the forest, as he had dropped pebbles before.

When they were far in the forest and the boys were gathering berries, their father slipped away again. When they found their father had left them they cried and called him as they had done before. "I can find the way," said Hop o' My Thumb and his brothers said, "We will follow you." But when Hop o' My Thumb looked for the crumbs he could not find a single one, for the birds had eaten them, and there were none left to show him the way home. Then they all cried, even Hop o' My Thumb, for they were afraid the wolves would eat them.

Night came, and rain wet them through and through. The poor little boys said, "What shall we do; oh, what shall we do! The wolves will eat us!" At last Hop o' My Thumb climbed a tree. He was so little he could hold to the rough bark with his toes and fingers and climb like a squirrel. "I see a light," he said. "Perhaps it is from a house, and we may find it." So they walked and walked, and by and by found the house. A woman came to the door. "Please let us come in," said Hop o' My Thumb. "We are lost in the forest." "Poor little boys," said the woman; "this is the house of an Ogre who eats little children; you had better run away!" "The wolves will eat us if we stay in the forest; perhaps the Ogre won't kill us when he sees how little we are." "Come in and warm yourselves," she said. While they were warming there came three loud knocks at the door. The woman hid the boys under the bed and opened the door for the Ogre. He said, "I smell fresh meat," and went straight to the bed and pulled the boys from under it. Then he brought a sharp knife to cut off their heads. "Don't kill them now," said the woman, "for there is a calf, two sheep and a pig in the house, and the meat will spoil." "Very well," he said; "put them to bed." She put them in a bed that was so big that all seven could sleep in it. In the same room, in another large bed, the Ogre's seven little girls were asleep. They were wicked, cross girls, almost as cruel as their father. If they had a chance they liked to pinch, and scratch and bite other children. The girls had gold nightcaps on, and Hop o' My Thumb and his brothers wore cotton ones.

When Hop o' My Thumb heard the Ogre snore he slipped out of bed and changed the nightcaps. He put the gold ones on his brothers and the cotton ones on the girls. By and by the Ogre woke and was sorry he had not killed the boys. So he got his knife and came to their bed. But when he felt the gold nightcaps he went to the other bed and felt the cotton caps and cut off the heads of his own children.

When the Ogre had gone, Hop o' My Thumb and his brothers jumped out of the window and ran as fast as they could the rest of the night. It happened they ran the right way, and at daylight were almost in sight of home.

When the Ogre woke and found his daughters dead and the

boys gone, he was so angry that he said he would catch the boys and eat them raw. He put on his seven-league boots. A league is more than a mile. These fairy boots were called seven-league boots because anyone who wore them could step seven leagues at a time. He did not wait for breakfast, but took a two-gallon jug of wine with him. He drank it all, and it made him so drunk that he lay down to sleep by a large rock. Now, Hop o' My Thumb and his brothers were hidden behind that very rock. They had seen the Ogre stepping from hill to hill, over trees and across the river, and had hidden themselves. When the Ogre began to snore Hop o' My Thumb told his brothers to run home. But he crept up and gently pulled off the Ogre's seven-league boots and put them on his own feet. The fairy boots fit anyone who puts them on. Then off he went as fast as he could, seven leagues at a step, to the king's palace. The king's soldiers had been trying for a long while to catch the cruel Ogre, but could not, because of his wonderful fairy boots. When Hop o' My Thumb told the king that he had the Ogre's boots the soldiers started at once and killed the cruel Ogre. The king gave Hop o' My Thumb so much money that the wood cutter and his children were never poor nor hungry any more.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS, Editor of The Young People.

SCIENTIFIC TEACHING.

It has been said that we must go to Germany to find scientific teaching. But since we cannot all go to Germany, our Reading Circle Board has adopted Arnold Tompkin's Philosophy of Teaching to aid the teachers of Indiana in learning how to teach scientifically.

A teacher who had been reading this book, called to him an unsuspecting little girl who happened to be in the room. He was so pleased with the illustration of the process of teaching given on pp. 11 to 18 inclusive, that he could not wait till school "took up" again. So he concluded to practice upon her. The following is his own account of what occurred. The girl did her part well.

I concluded to teach the triangle, so I cut from papers all shapes and many sizes of triangles. I then said to this little girl, holding one of these triangles in my hand, "How many sides has this?" "Two," said she. "Touch each one," said I. She touched the top surface, then turned it over and touched the other. "Yes," said I, for I saw she was correct from her idea of side. Yet this was not what I expected. I was no farther than I was when I started. I had clearly in mind that the movement as a whole must be the forming of this new idea triangle out of elements of old knowledge. I assumed that she knew straight line, corner and could count three; also that she knew the meaning of side. I was mistaken in the last point of old knowledge. As my spectators laughed at the failure, I found myself somewhat nonplussed, but I managed to rally quickly and my next question was, "How many edges has it?" She "counted" each as she touched it. "One, two, three," said she. I then explained to her that what she had called sides we called surfaces and as I was at a loss to know just what question to ask to get her to see that they were flat, I called her attention to the fact that they were flat. Just at this moment she observed a very much larger triangle and of a different shape. "Oh, what a big one!" said she. "Yes, it is big. Is it like the other one?" She said, "No." Of course according to my plan she should have said yes but she did not. I then asked her in what it differed from the other. She said that it was bigger. She was correct. She did not know that I was trying to get her to see the likeness. I was the one who was wrong. I did not ask for what I wanted. I next said, "How many sides has this big one?" She said three. "How many corners?" "Three." "What kind of surfaces?" "Flat. Oh, I see it is some like the other one." "Tell me how it is like the other one." "It has three straight sides, three corners and a flat surface, and so has the other; but this one is bigger and it is not the same shape." This was a big speech for such a little girl to make and I said so, which seemed to please her and we were fast becoming on good terms in mathematics, anyway. I said, "Show me where the shape differs from the other." She put her finger on one angle in the first and said, "This is a square corner and the big one has no square corner."

"Good," said I. We then took up another of different size and shape and noted all likenesses and differences; then another and another until we had examined all of them. We then laid them on the table and began to find things that were alike in all. Said she, "They are all flat." "Yes," said I; "do you see anything else they all have." "Yes, they all have three sides and three corners." "Are the sides all straight lines?" She examined and said yes. I then told her that objects that have three straight sides are triangles. "Humph!" she said; "that's a funny word." We then learned to spell and pronounce it.

She now had the idea triangle and a name for the new idea. But the intellect only had been quickened. Nothing had been done to quicken the emotions or to create a tendency to prompt resolution. Only one-third of the child had been touched. "We must educate the whole child," says an eminent educator; and our author says the "proposition in geometry, as well as the poem, should delight the heart and prompt to new issues of life." Here I was confronted with a more difficult problem than before. How could I make the triangle "warm with emotion and charge it with ethical force?" I then remembered that this book was made to help just such teachers as I am, so I read what the author did with the pyramids, (see pp 19 and 20), while the little girl took recess. When I had finished reading I felt as if I might do a pretty good thing with the pyramid, but the triangle seemed a dry subject. Of course, the little girl had been somewhat pleased when she found that the triangles were alike in several ways. Her will had received some strength on account of her persistent effort in examining the triangles, yet it seemed as if something else should be done. Why should we learn a triangle if we can do nothing with it in life?

I called the little girl to me and said, "Let us see how many triangles we can find." It was surprising to see how many could be found in the room. It was a joy to see her little eyes sparkle when she found one where I did not. We found them in the carpet, in the wall-paper, on the stove, on nearly all the furniture—everywhere. "Why, there's lots of 'em," she said. Finally she fell to making them. She said that if the three lamps in the chandelier were connected by straight

lines we would have a triangle. We then took a book containing pictures of houses. This proved to be a rich field. Finally we found a picture of the pyramids and she said that the sides were triangular. Then I told her of the size and age of the pyramids and her eyes grew big. I then thought of the drawing and how many different forms of beauty might be made by combining triangles. But this little girl had "recited" long enough and she was dismissed and I began reading my book and thinking of the girl as I read. The child is the object to study. Col. Parker is not wrong when he says that he takes his hat off to the child every time.

VACATION.

Vacation is for rest. But what is rest? A change. If any teacher were compelled to do nothing but eat and sleep all summer, vacation would become wearisome, indeed. It would be harder than work. We need something to stir the mind activities. We need to think in new lines, or take a different view of the old lines. Take a trip? Yes, why not? But don't take a trip just to take a trip. Don't try to see how cheaply and quickly you can go to California and return. Take it easy. See something and let it "soak in."

"How about a summer school?" says one. That is owing to the kind of school and your purpose in attending it. If it is one of the prepare-you-for-examination kind and you attend it to get a certificate, you would do better to go to the woods. But if it is a school where you can come under the influence of noble men and women who are enthusiastic in the best ideas of life and education for life, and the school is so located that you can take a trip to new scenes occasionally, by all means go. It rests one to form new acquaintances and compare notes. It makes him have a broader view of the world, too. He comes home a better teacher and a bigger and better man. Don't forget to give Nature about half your time. She has much to say to us who are preparing the children for life in its highest sense.

BASE.

We visited a school sometime ago and heard a lesson in profit and loss. The first pupil called on said that the cost is

base. He was immediately called down by the teacher who said, "I thought we had killed off base."

We wondered what base had done that it had to be killed off. He said that some people liked to use it (he didn't say which—the word or the thing it means), but that he thought best to do away with it.

He then proceeded to unfold the "mysteries" of profit and loss. He said that it is very easy. We thought, "It—what?" But he continued without telling us. "Now the cost is always 100 per cent." Then we wished to kill off the 100 per cent. even though we should mutilate a few teachers. Is the cost always a 100 per cent? What is it a 100 per cent. of? Is this any better than saying that the cost is the base? Is it as good?

We fail to see anything radically wrong in calling one number base. If it is the base why not call it the base? We say a "foot rule" instead of saying an "instrument $\frac{1}{3}$ of a yard in length and divided into twelve equal parts called inches, used to measure with." All this is understood when we say a foot rule. Does not base mean the number with which we measure all the other numbers in a given process, profit and loss for example? Why not use it and teach the pupil that it is the name of this number or measure? Teach him that we always think of the base, or measure, as divided into 100 equal parts. Of course it is 100 per cent. of itself; but why say so? We do not say that footrule is twelve twelfths of itself? We take it in hand and measure with it. We find our pencil is six inches long. This is easy. Well, suppose we buy an article for \$20 and sell it for \$30. We make a profit of \$10. Let us measure it. Our measure is \$20, the base. We apply it to the \$10 and find it is 50 per cent. of the measure. Is not one as simple and sensible as the other? "Yes," says one, "but how would you explain it." I would let the pupil state the facts as he sees them. "But what form of analysis would you teach him?" No particular form. Any form that would state the truth would be acceptable. If he were to say to me that 10 is the half of 20 and as we were measuring it by 20 and thinking of 20 as divided into 100 equal parts, and as the half of 100 is 50, I know that our gain is 50 per cent. We should feel highly satisfied.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

DR. RICE AND THE SCIENTIFIC RECITATION.

Few men have so good an opportunity as Dr. Rice to call the attention of the public mind to defective methods in education. The great body of live teachers were already painfully aware of the evil he pointed out long before he appeared in the *Forum*. That the free life of the school is smothered out by formalism has been proclaimed with alarm by educational men everywhere. While the articles set this evil forth with something of the air of revealing an unknown condition of things, and thus tripping the teacher into the momentary surprise that such things could possibly exist, yet on second thought he remembered that he knew that it was all true beforehand. Why should the reader have been surprised that such practices could be found in Chicago, Buffalo, Cincinnati or New York, when with the same sense of humor as the writer, he might easily have found parallel cases anywhere; perhaps in his own door-yard. But the articles brought out into the public arena the question which had before been confined to pedagogical classes and clubs. It may be that the public will not be serious in the matter, taking merely a dramatic interest in catching certain cities and superintendents in spectacular situations. It may mean no more than a strike or other bit of exciting news, and the problem may be thrown back on the real professional interest of the teacher who does not need to be shocked into his duty by criticism or dramatic surprise.

With an audience already anxious to learn something of the principles of teaching which underlie the *Forum* criticisms, Dr. Rice has taken the platform to discuss "the scientific recitation." This must do great good, if it should do no more than call attention to the point in school work where all things must be remedied. Everything, good or evil, focuses itself in the recitation; and the teacher or superintendent who hopes to reform evil practices must seize the school process at this point. It seems, however, to an interested listener that if the Doctor would show in what the science of a recitation consists he would more nearly rise to the level of his opportunity. The lecture consists chiefly of the description of a good recitation observed in Germany. But it is mere description. He tells the audience it is a scientific recitation and they believe it is such, for it seems good; but the scientific element is not shown. There is notably absent in the description the primary element in every scientific recitation, which is the significance of the exercise in the life process of the child taken as a whole. If he should make the auditor fully aware of the scientific elements of the process which he brings from Germany, the auditor might be able to work out others, making unnecessary the advice to go to Germany and get more of them if you would know how to teach school. The Doctor seems to labor a little yet, under the delusion that a true method of teaching is something to adopt from some body, especially the Germans, and more

especially the Herbartians, who luckily got it from Herbart. The lecturer has the air of bearing great news; "lo and behold, I have found the thing which you have long sought, mourning because you have found it not." I am sure that his auditors bear witness to the fact that they have seen hundreds of recitations, on this side the water, just as scientific as the one he describes, and many of them, at least, having no German ancestry. The scientific recitation is something to be evolved out of the bit of subject matter to be taught and the mind to which it is taught. The German mind can evolve it—has evolved it; the American mind can evolve it—has evolved it. Each may do it independently of the other; each may help the other; but neither can borrow it from the other. Each teacher who rises to the scientific standing ground must do so through his own patient industry and insight. It may take the plodding patience of the German and his long course of professional service, but it will be reached only by scientific analysis of the teaching process and by practice under correct theory, and cannot be adopted from any man or country. It can be reached without studying Herbart or Herbartians, but better with such study. It is provincial and unphilosophic to adopt a man or a country for one's law and method of thought. It is unpedagogical to adopt any man or school—even so good as that of Herbart—as authority in the science of education. All schools and systems are partial; and the teacher, pledged to none, must use and be thankful for all. The Doctor's advice to go to Germany is good, very good; his reason for it that the scientific recitation cannot be found in America is bad, very bad; and the implication that an American head can't think it out won't do at all.

AN INTERESTING REACTION.

A short time ago, in universities, the doctrine that a student should make some original contribution to the world's store of knowledge became very pronounced, and it seemed for a time that the last word had been said on the aim and method of university work. The work done must be original, not in the sense of the student's discovering it for himself, but what no one else had found out. Laboratories and libraries are to be places of original research, and each student has the understanding with himself that he is soon to augment the world's wisdom, rather than to be augmented by it. To have mastered the life and thought of Socrates might be of more significance in his own growth than to discover the ganglionic structure of a leech; but then the world needs the leech so much that he is willing to sacrifice himself to his fellow man. Under this thought of university work, specialization must begin low down in the course; and by specialization growing more special as the course advances a time must be reached when the thought centres on some point of original discovery, which is the purpose and crowning glory of university work.

While this may assume an amusing aspect, it contains a great truth—that of original work. All good work is original. The pupil will dis-

cover anew for himself the truth of the Pythagorean proposition; and it is original work to all intents and purposes. The pupil well taught arises by the process of original discovery to all the truth he acquires. It is much more useful to rediscover a great truth than to discover a trifling one. But the doctrine as proclaimed requires discovery—original production.

The idea of original production having been urged by some speakers upon the graduate students of Chicago University, one of the professors, in his address to the students, called forth a hearty applause of approval in his masterly emphasis of the opposite theory of university work. He was candid enough to say to them that graduate students were not ready for a high degree of specialization and original work; that the world, for instance, was not anxiously waiting for an original monograph on Canadian French, but rather for the fuller manhood and womanhood through the dissemination of present stores of thought. More recently the dean of the graduate school spoke to the same purpose, and a third professor, to a class of the same students, put strongly the same thought. All this brings to mind the spirit of university extension work—dissemination of knowledge to the masses; the elevation of the whole race by the rethinking and the rediscovery of what lies before them. This is the opposite pole of that other doctrine which requires the professor and his students to lock themselves in seclusion, appearing only to announce to the world something before unknown. The reaction is timely and healthful; bringing distinctly into working order the two great and organic phases of university work, that of formulating and disseminating wisdom to mankind. And it does seem that in its latter capacity its opportunity is greater than in its former. No individual in his effort to make the most of himself feels hampered by the scarcity of something known, nor does he crave so much what has been unknown to others as simply to find out what is unknown to himself. What the world needs most is not that the individual discover something, but that he be something. Instead of mastering the thought of Shakespeare the student might discover the number of "ands" used in his plays; but he would miss manhood thereby. For the life of the student and for the good of the world it is better for him to know what is well known of Socrates than to pry out some unknown fact about Xantippe. In fact, I do not believe that original discovery in the limited sense can ever be made a principle of education. But original work, in the sense of the mind's constructing for itself its own products, is the only means of education. A man may be well educated and never have made an original discovery, in the narrow sense, but in the true sense he must discover all he attains to.

A NEW IDEA FROM TETLOW.

Foreign language study in public schools: first French, second German, third Latin.

In the February number of *The Educational Review* we find the

above theme discussed by Tetlow, who is eminently fitted to express an opinion on the subject.

After giving the benefits to the pupil in the mental, moral and spiritual growth, freeing "from narrowness, conceit and bigotry;" entering into "the feelings and sympathizing with the aspirations of another people besides his own," Mr. Tetlow raises the question as to the languages to be studied, and the order, from a pedagogical standpoint, in which they should be studied.

The writer, a Latin teacher himself, says "there are cogent reasons for holding that a modern language is preferable to an ancient as a basis for the foreign language work of the grammar school." The French and German "are analytical in structure, and have a word order closely resembling our own;" they are therefore easier for an English speaking people to master. That "the subjects with which they deal, the channels in which the thought flows, the whole setting is modern and more intelligible to moderns." As we reverse the chronological order in arranging our courses in English literature, beginning with the modern writers and going to Chaucer, "so, too, in obedience to the same law of procedure, from the known to the unknown, from the simple to the complex, we should begin our foreign language work with a modern language." That there is a "body of literature in the modern languages distinctly suited to the young," while if there ever was such a literature among the Romans it no longer exists." No doubt many an English boy has exclaimed with his German cousin, who, struggling over his Cornelius Nepos, thought that Hannibal might have done something better than to have crossed the Alps," while he has had to fight Cæsar's battles. We cannot believe that many boys or girls have ever been really inspired with the literature in Cæsar's Commentaries. But we do know of boys and girls who have been really thrilled by the beauty and pathos of some of the literature for the young from the French and German languages.

Mr. Tetlow thinks the French should precede the German on account of the similarities of the vocabularies, being more nearly related in their origin. Then the French style is not so ponderous and obscure as the German.

From the side of utility he says, "no argument is needed to show that for actual use in the life that now is, the claims of the modern languages are immeasurably superior to the Latin." We have from traditional influences all along agreed that Latin should form one line of work in our high schools and generally justified our selection by saying that the study of Latin helps the study of English, and then it was a preparation for entering college. Mr. Tetlow says that the study of the modern foreign languages are just as much an aid to the study of English. "French contains all the parts of speech that are found in the English." "Some of the properties play a much more important rôle in the French than in the English and for this reason seem much more real to the pupil." He says, "It is often said that a

knowledge of Latin helps in the acquisition of French, because French was developed historically from the Latin." "But for the same reason precisely a knowledge of French is helpful in the study of Latin; and it is a sound law of pedagogy which prescribes that the simple and relatively easy should precede the complex and relatively difficult."

EDITORIAL.

VACATION.

The school-bell was heard to complain
"I've rung 'till I'm almost insane,
Yet the children play
The whole live-long day,
And the teacher's gone off on the train."
The ink-bottle said with a sigh
"I find life exceedingly dry,
One feels very low,
Quite used up, you know,
When it comes to the first of July."
"I need rest, so my doctors say,"
Cried the spelling-book, looking distraight,
"And it can't be denied
I've a stitch in my side,
I shall turn a new leaf from to-day."

—Selected.

THE *Indiana Journal* for *Indiana teachers*.

PLEASE give the old address as well the new in asking for a change of address. We cannot otherwise make the required change.

IN this issue we print answers to the literature questions. They are by Prof. Rigdon, of the Central Normal College, and will certainly be suggestive. Read them carefully.

Isn't it strange?

Isn't what strange?

Why, that a teacher should *forget* to pay for his School Journal.

That is strange. Why don't you send a "reminder?"

There is the other strange feature in the case. A person who forgets to pay at the time agreed upon is almost sure to "forget" a "reminder."

Just think of it!!

THE Proceedings of the International Congress of Education of the World's Columbian Exposition held last year in Chicago is now published. It makes more than one thousand pages and is of great value. The papers of all the educational congresses are printed, together with the pith of the discussions. The ablest representatives of all nations gave their best thought in the best style. The volume is a library in itself and should be in every teacher's library. Write to N. A. Calkins, New York City.

THOSE EXEMPTION LICENSES.

The county superintendents in their late meeting again discussed "Exemption Licenses." As upon a former occasion a majority of them seemed to be opposed to these exemptions. The objection lies in the fact that many persons who hold such licenses, not being under special obligations to the superintendents, neglect township meetings, county institutes, county associations, etc. This non-attendance and indifference on the part of these leading teachers has a bad influence on the other teachers. This is the line of argument used. A few defended the law on the ground that such licenses enabled them to get at the real character of a teacher. They argued that a teacher who lost his professional interest as soon as he had secured his exemption license was not a true teacher, and should be eliminated from the profession as soon as possible. Still other superintendents said they had experienced no trouble of the kind mentioned, and favored the law.

Is it not a shame that any of the superintendents should have such grounds for complaint? Should not those holding life licenses and exemption licenses be the most faithful and most influential teachers?

SCHOOL OUT-BUILDINGS.

The following law has just been passed in Iowa, and will go into effect July 4:

"It shall be the duty of the board to give special attention to the matter of convenient water-closets or privies for every school, and expenses incurred for such purpose shall be paid from the contingent fund of the district. On every school-house site not within an independent district including a city, town or village, there shall be provided and kept in good repair and in wholesome condition at least two separate buildings, which shall be located upon those portions of the site farthest from the main entrance to the school-house, and as far from each other as the surrounding conditions will warrant. In independent districts including a city, town or village, if it seems to the board undesirable to build several out-houses, separate closets may be included under one roof; but where closets of this kind are outside the school-house, each closet shall be as effectively separated from any other as possible, and a brick wall, a double partition, or some other solid and continuous barrier, shall extend from the roof to the lowest part of the vault, and a substantial close fence not less than seven feet in height, and at least thirty feet in length, shall separate the approaches to such out-door closets for the two sexes."

Pennsylvania has a similar law, and Indiana should follow the example. The condition and arrangement of the water-closets for many of the school-houses are a disgrace. The out-houses for the two sexes should be entirely separated, and a high, tight-board fence should extend from the school house to the back part of the lot, so as to effectually separate the back yard into two parts. In many, if not in most, country school yards, there is no division fence. No one needs to be

told that this has a tendency to blunt and harden all the finer sensibilities, and that hardness and coarseness are the inevitable result. Then, these houses should be kept clean and free from marking and writing of every description. This simply requires attention and determination on the part of the teacher. Most persons do not fully appreciate how much the morals and refinement of young people depend upon these things. Pending legislation on the subject superintendents and teachers can do much to remedy existing evils. Superintendents in visiting schools should give special attention to this subject. It is not a pleasant matter to discuss, but its importance requires that some one should speak. Let all take hold and work together till these plague-spots—hot-houses of impurity and sin—have been banished from the grounds where our children are gathered for moral as well as intellectual training.

THE READING CIRCLES.

The Reading Circle Board has issued a circular of information. Any teacher can get it by writing for it. It shows these circles to be in a remarkably healthy condition and marks out the work for next year. The main facts we reprint as follows:

The Indiana Teachers' Reading Circle was organized eleven years ago by the State Teachers' Association. Its history has been one of continued growth. It has given a stimulus to professional study, and has added greatly to the general culture of the teachers of the state. No agency has contributed in larger measure to the educational progress of the state than has the Teachers' Reading Circle.

The course this year consists of Tompkins's Philosophy of Teaching and Select Letters and Essays of Ruskin.

Tompkins's Philosophy of Teaching is a philosophical development of the teaching idea reinforced by concrete illustrations.

The general culture phase of the work has been emphasized in the adoption of the Select Letters and Essays of Ruskin. This book embodies the best essays and letters of this great ethical teacher and is admirably edited by Mrs. Lois G. Hufford, of Indianapolis.

The examination on last year's work will be held on Saturday, September 15, 1894. Questions for this examination will be furnished for the last four years only. Any member who desires to take the examination should apply to the County Superintendent.

The Y. P. R. Circle closes its sixth year with a membership of 150,000. This phenomenal growth attests the loyalty of the teachers and school officers to the best interests of the children of the state. Hundreds of libraries have been established in the school districts throughout the state, placing within easy reach of the pupils of the public schools the best thoughts of the best writers, suited to the different grades, thereby fostering the habit and cultivating the taste for the choicest in literature. A movement so fruitful of good to the young should command our earnest support.

In order to secure to the members of the Circle the *lowest wholesale rates* on the books, a central office has been established for their distribution. In this the Board has two aims: First, to provide a plan whereby the individual purchaser is enabled to buy a single book at the price at which jobbers buy them in large lots. To this end special editions of the books have been prepared for the Reading Circle. Second, to secure prompt and ready service in supplying books to members of the Circle. For this purpose a central office has been established in Indianapolis, with Mr. W. H. Elson as general manager. All books should be ordered through Mr. Elson, the money accompanying the order.

Teachers should report to the county superintendent, at the close of the schools, the names of all pupils who have read one or more books of the course, together with the number and names of the books read. The county superintendent should then report to the secretary the whole number of members in his county, together with the total number of books read.

The teachers' course of study and price of text-books, for the year beginning September 1, 1894, is as follows: Tompkins's Philosophy of Teaching, Ginn & Co., Chicago, 60c; Select Letters and Essays of Ruskin, Ginn & Co., Chicago, 85c. Transportation prepaid by the publishers. Books should be ordered from the publishers through the county superintendents.

Children's course, furnished by W. H. Elson, manager, Indianapolis, prepaid at the following prices: Second grade, Nature Stories for Little Readers, 1, 25c; Nature Stories for Little Readers, 2, 25c. Third Grade, Talks by Queer Folks, 65c; Big Brother, 32c; World and its People, No. 3, 40c. Fourth Grade, Gods and Heroes, 50c; Look-About Club, 68c; Paul Jones, 75c; Polly Oliver's Problem, 50c. Fifth Grade, Modern Europe, 50c; Making of the Great West, 90c; Odyssey, 45c. Advanced Grade, Home Pictures of English Poets, 72c; Picciola, 80c; Tale of Two Cities, 60c; Boys and Girls in Biology, 68c.

SCHOOL ENUMERATION.—DECISION BY SUPREME COURT.

In 1893 the school trustees of Ft. Wayne took the enumeration of persons of school age in the city as provided for in Section 4,472 of the R. S. The report of the trustees was filed with the superintendent of Allen county as provided by law. The county superintendent refused to certify the enumeration to the Superintendent of Public Instruction on the ground that it was "padded." Action was brought in the Allen county Circuit Court to compel the county superintendent to file the report with the State superintendent. The opinion was by Judge Coffey and was concurred in by all the judges except Dailey, who took no part in the case. The Court holds that the county superintendent is a statutory officer and if he possessed the power to reject the enumeration he obtained it from statute. The Court holds that Section 4,437 does

not confer on the county superintendent the power to reject the report made to him by the trustees as averred by the superintendent. It is held that the duties of the county superintendent are ministerial.

DECISION ON REFUNDING SCHOOL REVENUES.

The Supreme Court has decided finally that the law requiring school trustees to refund to the state treasury all school revenues in excess of \$100 which remain unexpended at the close of the school year, is constitutional. The court says:

"It is a mistake to suppose that a distribution of school revenue to the school corporations of the state changes the title or ownership of the money. The persons to whom the money is intrusted and to whom it is delivered, hold it as the agents of the state, and the state does not lose its control over it until it is paid out for tuition purposes. We therefore, hold that the statute is not unconstitutional. The judgment is reversed and the cause remanded, with instructions to the court below to overrule the demurrer, and for further proceedings not inconsistent with the opinion."

This decision will return a great many thousand dollars to the state treasury for redistribution.

HO! FOR THE NATIONAL EDUCATIONAL ASSOCIATION.

The arrangements are complete and everything promises well for a large and profitable meeting. Asbury Park is one of the famous summer resorts on the Atlantic coast and within easy reach of New York City and other noted places that every teacher should visit, if at all possible. Tickets will be sold on July 7, 8, 9, at one fare for the round trip plus \$2 which goes to the association and pays the membership fee. The fare from Indianapolis is \$19+2=\$21; and from this the price from other places may be estimated. Last month the Journal announced the fare at \$17, this rate being announced by one of the roads. But all the roads have agreed upon the \$19 rate and there will be no exceptions to this rule. See the advertisements for the special attractions offered by each route. Let Indiana be well represented.

THE State Superintendent has made his May apportionment of the school revenue. The number of children enumerated is 808,091 and the amount proportioned per capita is \$1.50. It is interesting to study the figures of such a report. As is well-known these revenues are collected from the various counties on the basis of wealth and paid out on the basis of school enumeration. Some counties under this rule receive a great deal more money than they pay into the state treasury and *vice versa*. To illustrate, Marion County paid in \$121,763 and got back \$74,994; Brown county paid in \$1,882 and received back \$5,773; Crawford paid in \$3,542 and received \$8,429; Allen paid in \$43,394 and received \$38,894; Vigo paid in \$29,321 and received \$34,722, etc., etc.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED FOR MAY.

SCIENCE OF EDUCATION.—Should a pupil be encouraged to follow his likes in study, or to take a course of work for even development of his capacities? Support your belief by reasons.

2. In the treatment of a willful child, what help does psychological knowledge give? What are the steps by which a child is properly led to subordinate his will to that of the whole of which he is a part?

3. Compare and contrast the education of a child in the public schools with that by private tutor, emphasizing advantages and disadvantages of each method.

4. Name several things that should be included in the instruction to a child in order to make him self-helpful in primary reading.

5. Outline briefly what you think is the necessary course of instruction to prepare a child for the proper use of maps and texts in the study of geography.

GEOGRAPHY.—1. Draw an outline map of the United States. On this map locate New York, Memphis, Duluth, Harrisburg, Baltimore, Atlanta.

2. In what grade would you begin geography teaching and what would be the first things taught?

3. Draw a triangle, placing Honolulu, Sitka and Los Angeles at the representative angles, so that the sides of the triangles will show the direction and relative distances.

4. Name the navigable rivers which flow into the Indian Ocean.

5. What is the government of Turkey? What is the religion of the Turkish people?

6. Bound the German Empire. Thibet. Abyssinia.

7. Name and locate the most important volcanoes in South America.

8. Locate the capital of Alaska. What is its political or commercial importance?

9. What are the political divisions of Canada? Which is the most populous?

10. Locate Cape Vincent. The Navigator Islands. The Aleutian Islands.

U. S. HISTORY.—1. Give an account of the settlement of Rhode Island stating the character of the people who settled it, their religious views and the character of their government.

2. Who was LaSalle and what important explorations did he make?

3. What did the English gain by the French and Indian War?

4. What was the object of Burgoyne's Campaign and how did it end?

5. What were the principal events of Jefferson's administration?

6. What was the Fugitive Slave Law and how was it received by the people of the North? What was the "Underground Railroad?"

7. What great questions were settled by the civil war?

READING.—“And yet remember I the good old proverb,
 Let the night come before we praise the day;
 I would be slow from long continued fortune
 To gather hope; for hope is the companion
 Given to the unfortunate by pitying Heaven;
 Fear hovers round the head of prosperous men;
 For still unsteady are the scales of fate.”

—Coleridge, *Death of Wallenstein*.

1. Tell what you can about the author of this selection. 5
2. Define *proverb*; what is meant by a *good old proverb*? 5.5
3. What is the meaning of the proverb quoted? 10
- 4.] Give two other proverbs with much the same meaning. 5.5
5. Why would the author be slow to gather hope from long continued fortune? Why is the second Hope capitalized? 7.3
6. Why should Hope be given as a companion to the unfortunate? 10
7. What is meant by Fear hovering round the head of prosperous men? 10
8. Why should the scales of fate be unsteady? 10
9. Which is the more important kind of reading oral or silent? Why. 5.10
10. Do you approve of reading lessons taken from the drama? Why? 5.5

PHYSIOLOGY.—1. Describe the eye and indicate the functions of each part.

2. Describe the various structures serving as excretory organs.
 Give a full discussion of (1) or (2).

JULIUS CÆSAR.—1. Brutus indicates more than once that he is a stoic. What chiefly characterized the stoics?

2. When the battle goes against Brutus and Cassius, the latter, running upon his sword, says,

“Cæsar, thou art revenged,
 Even with the sword that killed thee.”

What psychological or ethical principle do you see in this utterance?

3. State the significance of Brutus' final utterance:

“Cæsar, now be still;
 I killed not thee with half so good a will.”

4. What character in the drama says of Brutus:

“This was the noblest Roman of them all.
 * * * * *
 His life was gentle and the elements
 So mixed in him that Nature might stand up
 And say to all the world, ‘This was a man.’”

Is this Shakespeare's estimate of Brutus? Give your reasons.

5. Which of the two contending principles in this drama triumphs? Does this meet your approval and why?
6. How do you justify the taking off of the beautiful Portia?
7. What are the main qualities of character possessed by Brutus? By Cassius?
8. In respect to its literary form, give your estimate of this drama.

ENGLISH GRAMMAR.—1. Define English Grammar.

2. What determines the case form of a compound relative pronoun?
3. Give a synopsis of the verb *see*.
4. What is it to conjugate a verb?
5. Compare and contrast the conjunction and the preposition.
6. What is meant by the absolute construction? Why called absolute? Give an example of a noun or pronoun in the absolute construction.
7. (a) To see is to believe.
(b) I tried to believe.
(c) The way to believe is to investigate.
(d) He studied to believe.
Give the use of each infinitive.

8. What relations between the clauses of compound sentences are shown by conjunctions?

9. Define an interjection.

10. Analyze: Religion dwells originally in every individual soul. for every one is born of God.

ARITHMETIC.—1. How many cubical blocks, each edge of which is $\frac{1}{3}$ of a foot, are equivalent to a block of wood 4 feet wide, 8 feet long and 2 feet thick?

2. If 3 men build 18 rods of wall in 12 days, how many rods can 21 men build in 30 days?

3. A druggist buys 6 lbs. avoirdupois of a drug at \$5 per lb. and sells it at 50 cents an ounce troy; how much does he gain?

4. A merchant imports 75 cases of indigo, gross weight 196 lbs. each allowing 15 per cent. for tare; what was the duty at 5 cents per pound?

5. What income would be derived from investing \$9,350 in $5\frac{1}{2}$ per cent. stock at $137\frac{1}{2}$?

6. How many yards of paper, 30 inches wide, will be required to cover the walls of a room $15\frac{1}{2}$ feet long, $11\frac{1}{4}$ feet wide and 7 feet 9 inches high?

7. Prove that the common factor of two numbers is a factor of their difference.

8. What is the value of $(78-14\frac{2}{3}) \times \frac{3}{8}$ of $(7\frac{5}{8}-3\frac{1}{8}) \times 32\frac{1}{2} \times 5\frac{1}{4}$?

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. He should be required to take a course of work for the even development of his faculties, else his education will tend to make him narrow and one-sided in his views. His tendency will be against conservatism and liberality, and he will lack a complete view of the relations existing among the several distinct lines of education. After a broad general course has been taken, then let the student specialize.

2. The will is the power by which we choose and execute. A child does a wrong act because he wills to do so; his actions will be proper when he wills that they should be so. Therefore, lead him to acquire control of his will. He may be properly led to subordinate his will to

that of the whole of which he is a part, by leading him to see the consequences of whim and caprice if indulged in by all.

3. In the unity of thought that should be brought about between pupil and teacher, there could be no difference, if the proper thinking process should be brought about in each case. In a class, a pupil has the advantage (a) of competition, which spurs him to greater efforts; (b) and of observation in noting the progress and work of his companions. His own field of knowledge is also broadened by listening to their recitation.

4. (a) By noting the resemblances and differences between the new words and the words he has already learned. (b) His knowledge of the sounds of letters and syllables, and his intuitive ideas of how things in general ought to be, enable him to struggle through the form to the content; and he is especially aided in reaching this, if the task set by the teacher is a proper one. (c) By the aid of the pictures.

5. Such pupils should have drill on *form*, using lines and objects; on *size*, using large and small objects; on *color*, using objects of different colors; on *place*, the pupils being taught the use of the words left, right, corner, side, middle, center, etc., and the words in, by, over, under, etc.; on *distance*, the pupils comparing, measuring and judging the distances between objects in the school room; on *direction*, using the cardinal points, etc.

GEOGRAPHY. 2. (a) In the third reader grade. (b) See answer to question five in preceding. In addition to this the teacher should have conversation lessons (1) about other countries in regard to animals, the vegetable products, the climate, etc.; (2) about what the children have seen around home; about the air, the wind, the productions that are used for food, clothing, fuel, machines, money, etc.; (3) about the shape of the earth, etc.

5. Turkey is an empire. It is sometimes called the Ottoman Empire. The will of the Sultan is absolute unless opposed to the teaching of the Mohammedan religion, the religion of the Turkish people.

8. Sitka, the capital of Alaska, is on the island of Sitka, on the coast of Alaska, in about 57° north latitude. It is the headquarters of the United States authorities. The great amount of furs and fish makes Sitka an important place commercially.

U. S. HISTORY.—1. The people who settled Rhode Island were persevering, determined and intent on carrying out their purpose. They believed that government had nothing whatever to do with the control of religious belief; that entire freedom of conscience should be given to every settler. The charter given to them in 1644, gave them full power to rule themselves by such form of government as they thought best. (See text-book, paragraph 109 to 112 inclusive.)

2. LaSalle was a Frenchman who explored portions of the Great Lakes and the Mississippi Valley. He made several journeys back and forth from Canada westward along the Great Lakes and down the Illinois river to the Mississippi, and in 1682, he extended his exploration to

the mouth of that river, where he went through the ceremony of taking possession of the river and its valley in the name of the king of France. He led the life of an explorer until his death which occurred in Texas, in 1687. (See text-book, paragraph 133.)

3. England gained Florida from Spain, and from France all her possessions east of the Mississippi, except the island of New Orleans at the mouth of the Mississippi River.

4. Burgoyne's expedition was one of three whose combined purpose was to separate New England from all the rest of the colonies. (See text-book, paragraph 177.)

5. See text book, paragraph 222.

6. The Fugitive Slave Law was a law providing for the recovery of slaves that had escaped from their masters. Such a law was enacted in the early history of the government; it was made more rigorous in 1850, and became a "dead letter" after the emancipation proclamation.

The routes by which the fugitive slaves traveled across the northern states to Canada were collectively designated, The Underground Railroad. Along these routes at intervals were friends who gave the fugitives lodgings, etc., and sent them on their way rejoicing.

7. Secession was extinguished, slavery was destroyed and the strength of the Republic was tested. (See text book, paragraph 359.)

READING.—1. Coleridge was born in Devonshire in 1772. He was very precocious and his early years were his best and most productive ones. He and Southey married sisters. By using opium for diseased nerves, Coleridge became addicted to the habit of opium eating and the amount that he used was enormous. His wife and child left him and he spent his last years with a sympathizing friend. He died in 1834.

As a poet he possessed great qualities. "The splendor of his imagery, the force and subtlety of his thought, and the natural melody of his verse, have placed him by common consent, among the few immortal names."

2. A proverb is an old or common saying which briefly and forcibly expresses some practical truth. By a good old proverb is meant one that has been handed down to modern times from long ago, on account of its value, the essence of which is perhaps illustrative of some phase of human life.

3. Do not let prosperous times deceive you as to what the outcome of the business year will be. In any undertaking do not let a prosperous beginning lead you into the belief that good fortune will attend you throughout the whole course.

4. "There's many a slip 'twixt the cup and the lip;" "Don't count your chickens before they are hatched."

5 (a) Because long-continued fortune does not have in it the conditions that give rise to the feeling of hope. (b) Because hope is there personified.

6. To cheer the unfortunate on their sorrowful way.

7. Many prosperous men are continually haunted with the fear that they will meet severe losses.

8. The conditions that bring about fortune or misfortune are so numerous and varied, and so different in degree of influence, that man's prosperity is continually changing, now up, now down, and this unsteadiness is a feature that induces man to overcome "fate," to bend events to his own improvement, to create circumstances rather than to be the creature of circumstances.

9. The silent, because nearly all of the reading must be done that way.

10. Only occasionally by way of variety, for the drama is intended to be spoken.

GRAMMAR.—6. The absolute construction is one that forms a kind of an unbridged clause unconnected grammatically with the rest of the sentence. It is called absolute because it is absolved from any governing influence. Absolute means, in this connection, independent. In the sentence, "The time having arrived, we proceeded with the exercises," the word time is an example of nominative case absolute, and the phrase, "The time having arrived," is an example of absolute construction.

7. (a) *To see* is used as a subject; nominative; *to believe* as a predicate nominative. (b) *To believe* is here an object. (c) Here, *to believe* is used as an adjective; and *to investigate* is used as a predicate nominative. (d) Here, *to believe* is used adverbially.

8. Copulative, adversative, alternative, illative

9. This is a complex sentence, the principal clause and the subordinate clause being joined by *for*, a subordinate conjunction.

PHYSIOLOGY.—1. (For description see text-book.) The sclerotica protects the delicate parts of the eye; gives form to the eye by its firmness; and serves for the attachment of the ocular muscles. The cornea receives and refracts the rays of light; so also the aqueous humor, the crystalline lens and the vitreous humor. The choroidea absorbs the rays of light not necessary for vision. The iris accommodates the eye to an average amount of light by contracting or dilating the pupil according as there is more or less light. The retina receives the refracted rays of light, passing through the pupil and thus catches on its surface the image (inverted) of external objects. The optic nerve transmits the impression to the brain and we are conscious of sight.

2. The organs of excretion are the lungs, the kidneys and the skin. (For description see text-book.)

ARITHMETIC.—1. Answer, 1728.

2. Answer, 315.

3. 6 pounds avoirdupois = 42000 grains = $87\frac{1}{2}$ oz. troy, which at 50 cents an ounce will bring \$43 $\frac{3}{4}$. \$43 $\frac{3}{4}$ less \$30, the cost, = \$13 $\frac{3}{4}$, the gain.

4. Answer, \$624.75.

5. \$9350 will purchase \$6800 worth of stock at $137\frac{1}{2}\%$. \$6800 stock, at $5\frac{1}{2}\%$, yields \$374 income.

6. The perimeter of the room = $53\frac{1}{2}$ feet; it will take $21\frac{1}{2}$ strips, 2 feet wide, to go around the room. Practically 22 strips will be needed. 22 strips, each $7\frac{1}{4}$ feet = $170\frac{1}{2}$ feet = $56\frac{1}{2}$ yards. Using $21\frac{1}{2}$ strips, the answer is $55\frac{1}{2}$ yards.

7. The number 23 is a common factor of 69 and 161, that is, it is contained in each of them an exact number of times. In 69 it is contained 3 times; in 161, 7 times. The difference between 3 times and 7 times is 4 times; 4 times 23 = 92; but 92 is the difference between 69 and 161; \therefore 23 is a factor of the difference between 69 and 161. The result would be similar should we choose any other two multiple of 23.

8. The answer is $17,552\frac{1}{16}$.

ANSWERS TO THE LITERATURE QUESTIONS.

1. The Stoics were chiefly characterized by their strict adherence to duty, their disregard for personal pleasure, and their love of wisdom.

2. There is no objective significance in the fact that Cassius kills himself with the same sword with which he had stabbed Cæsar. Historically it is not a fact, for he stabbed Cæsar with a dagger and killed himself with a sword. Shakespeare, by dramatic license, departs a little from history in the case. It is simply a poetic device for symbolizing outwardly the great inner ethical principle of punishment. The only conception of punishment that is both logical and ethical makes it simply the sequence of conduct. Man is rational, moral and free. Whatever he sows, that must he reap. If we view punishment as something imposed by some being upon man, from without, it is logically disconnected from conduct, and ethically unjust. It is not externally imposed; it is internally evolved. It is the logical sequence of conduct, or it is not punishment at all. Since the morning of the ides of March, and for at least a month before, the heart of Cassius had held murder. On the plains of Phillippi the vile conception destroyed the house that had harbored it.

3. These are the last words of Brutus, and we ought to give him credit for using them in sincerity. If we do, they will signify that Brutus, though mistaken and misled, stabbed Cæsar, not through personal malice, but "in a general, honest thought and common good to all."

4. This was the final utterance of Antony, and for the following reasons I believe it to be Shakespeare's estimate of Brutus:

(a) Throughout the play Shakespeare has represented Antony as a shrewd man of the world, able to judge the character of men with remarkable correctness. Consistency would then demand that Shakespeare should allow Antony to be right in his last estimate of a man.

(b) Shakespeare's representation of Brutus is in the main in harmony with Antony's estimate. Nearly every expression pointing to the character of Brutus, whether the words of himself or those of other

conspirators and citizens, whether of his friends or of his enemies, is in accord with this estimate.

(c) Shakespeare has represented his characters in this play almost exactly as he found them in history, and Antony's eulogy upon Brutus represents his character as it is set forth in Plutarch, and therefore most likely as Shakespeare conceived it.

5. What are the two contending principles? The monarchical and the democratic. Neither triumphed. At that time democracy was a thing of the past and monarchy a thing of the future. Cæsar, in aspiring to be king, sought a stage in the world's development that had not yet been reached; the conspirators, in trying to restore democracy, sought a stage that had been passed. Both parties transgressed the law of history, and both perished. The principle that did triumph was neither democracy nor monarchy, but an intermediate principle—cligarchy—represented by the triumvirs, Antony, Octavius and Lepidus. This was right, of course, for it was all that in the nature of things could be. Both the contending parties were also offending parties, so it was right for both to perish. Here we have the paradoxical truth that it was right that Cæsar should die, and wrong for the conspirators to kill him. This is not the only place we meet this paradox in history. It was according to the eternal purpose that Christ should die as he did die, but it was contrary to the eternal purpose that Judas should betray him for pieces of silver. So it was with Lincoln and Garfield, and the same was true of Cæsar. Cæsar tried, by a single bound, to get ahead of history. It ran over him, and left him crushed and bleeding at the foot of Pompey's statue. Cassius and Brutus, holding to the dead past, refused to move with history. It swept on past them, and left their bodies lying lifeless upon the field of Phillippi. The law of nature, the spirit of history and the voice of inspiration all speak to us the same paradox, and bid us find its hidden meaning: "It must needs be that offenses come, but woe unto that man by whom the offense cometh."

6. Wrapped up in the very nature of all systems and instructions is this fundamental ethical principle that the weal or woe of an institution is the weal or woe of every individual belonging to it. If any planet of our social system should be thrown out of its course, the entire system would share the shock. So it is with social institutions. Whatever enhances the well-being or restricts the liberty of a state likewise enhances the well-being or restricts the liberty of every one of its subjects. The same is true of the church, it is true of the family, it was true of Portia. She was beautiful and innocent, but she was not an independent individual woman—she was the wife of Brutus. Brutus had transgressed a moral law; he had crossed the ethical order, and by his transgression had bartered away not only his own peace and right to life but likewise that of every member of his family. Portia's death is justified by this principle: In becoming the wife of Brutus she said by her own voluntary act, thy joys are my joys; thy sorrows, my sorrows; thy transgressions my suffering.

7. Brutus was a close student, a devoted stoic, a faithful husband, a patriotic citizen but little inclined to political activity. His intentions were pure, his motives high, his courage untarnished, his sensibility lively and refined, but, alas, his intellect was weak. This one great shortcoming, together with his own reverence for his ancestors, his mistaken belief that all their greatness was embodied in himself, and an inordinate love of praise makes him an easy prey to the artful seductions of Cassius, and forces him into a series of the most absurd inconsistencies. The moral integrity of Brutus lends dignity and respectability to the conspiracy but almost at every step defeats the well-thought-out plans of Cassius.

Cassius is the intellect of the conspiracy as Brutus is the heart. Cassius is strong in thought but is moved by malice and hampered by lack of courage. He is a much worse man than Brutus and therefore a much better conspirator. His only aim is success and any means is legitimate. He is quick and impulsive and governs his actions by outward circumstances rather than by inner principles. He studies men as they are; Brutus as he thinks they ought to be. Therefore, in every case where there is a disagreement Cassius is right and Brutus wrong. Cassius is a practical politician and of course sees no ghosts as Brutus does. He lacks moral courage and therefore becomes frightened when he suspects their plans are discovered, and leaves it for the weaker but bolder Brutus to be the first to see to it that "*Popilius Lena speaks not of our purpose.*"

8. Julius Cæsar is probably the best introduction to Shakespeare. It is the shortest of the historical and the most popular of all the plays. Few obsolete words are found and in general the meaning is clear with out study. Through various scenes and passages may be gotten glimpses of the poet's genius, yet this play is by no means foremost among his masterpieces.

The play is criticised by some commentators, because, they say, it falls into two distinct halves—the death of Cæsar and the fate of Brutus and Cassius. But a deeper view of the internal structure of the play will reveal that the two halves are not distinct, that the play is a complex unity, all the more artistic because complex. The one theme of the drama is the conspiracy against Cæsar, giving first the action of the conspirators that destroys Cæsar's body and then the reaction of Cæsar's spirit to destroy the conspirators. JONATHAN RIGDON.

Central Normal College.

A CRITICISM.

A statement comes from County Superintendent J. H. McGuire that the answer to problem 6 of the State Board questions in June Journal should be $18\frac{3}{4}$ instead of 20. In nearly every case the $18\frac{3}{4}$ would be the length of the hand-rail. Hence, the criticism is a just one. However, we know of two stairways whose length would be consistent with the answer 20, because each is parallel to a strip running down the

steps till it is braced on the floor at which point the post arises. This includes the extra hypotenuse that is generally not in the length of the handrail.

Also, the critic suggests the following as the central thought in the proper answer to question 4 in Science of Education: "We think that different associations and thoughts are suggested to different persons owing to their different experiences, taste and education and that a person will observe and become interested in things with which he has familiarized himself."

PROBLEMS

[FOR STUDENTS AND TEACHERS OF HIGH SCHOOLS, ACADEMIES, ETC.]

Send all problems and solutions to W. F. L. Sanders, Connersville, Indiana. Be prompt.

12. A person transfers \$5000 stock from the $3\frac{1}{4}$ per cents at 98 to the 3 per cents at 94. How much of the latter stock will he hold and what will be the difference in his income?

13. Find a fraction, which if 1 be added to its numerator becomes $\frac{1}{3}$; but if 1 be added to its denominator, becomes $\frac{1}{4}$. 4/15

14. Through a given point to draw a straight line which shall make equal angles with two given straight lines.

15. Solve the equations, $x^4 + y^4 = 641$; $xy(x^2 + y^2) = 290$.

16. ABC is an equilateral triangle inscribed in a circle; P is any point in the circumference; show that $PA^2 + PB^2 + PC^2 = a$ constant. (Proposed by J. C. Gregg, Brazil, Ind.)

17. Given $x^2 + y^2 = 5$ and $x^3y - xy^3 = 6$, to find x and y. (Proposed by W. F. Enteman, Leota, Indiana.)

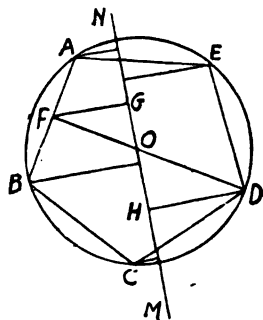
SOLUTIONS.

PROBLEM 2, page 294, (May Journal.) Each body is in motion 3 seconds. For descending bodies near the earth the law is $h = \frac{1}{2}gt^2$, when h =distance fallen and $g=32\frac{1}{2}$ feet. Hence, if $t=3$ seconds, $h=144\frac{1}{4}$ feet.

For descending bodies $h=vt - \frac{1}{2}gt^2$, where v =the initial velocity. Here $v=100$ feet and g and t as before and we have $h=155\frac{1}{4}$ ft. $144\frac{1}{4} + 155\frac{1}{4} = 300$ feet, Answer.

PROBLEM 4, page 294, (May Journal.)

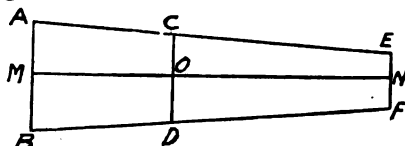
Designate the perpendiculars at A, B, C, D, and E by a, b, c, d, and e. Draw DOF, and draw FG perpendicular to MN, and let us suppose $DO = m(OF)$. Then from similar triangles $DH = m(FG)$, or $d = \frac{m}{2}(a+b) \dots (1)$. Similarly we have $e = \frac{m}{2}(b+c) \dots (2)$; $c = \frac{m}{2}(e-a) \dots (3)$; $b = \frac{m}{2}(d+e) \dots (4)$; $a = \frac{m}{2}(d-c) \dots (5)$. Now adding equations 3, 4, and 5, we get $a+b+c = \frac{m}{2}(2d+2c-a-c) \dots (6)$; and adding 1 and 2 we have $d+e = \frac{m}{2}$



$(a+2b+c) \dots (7)$; subtracting 7 from 6 we get $(a+b+c)-(d+e) = \frac{m}{2}(2e+2d-2c-2b-2a - m(d+e) - m(a+b+c))$, whence $(m+1)(a+b+c) = (m+1)(d+e)$; or, $a+b+c=d+e \dots Q. E. D.$

A different solution will be given soon.

PROBLEM 7, page 363, (June Journal.)



AB—17 inches; MN—60 inches and EF—7 inches. Let CD—the line dividing the board into two equal parts. Designate it by y and MO by x . The area—720 sq. in.

We have the equations

$$\frac{x(17+y)}{2} = 360 \dots (1);$$

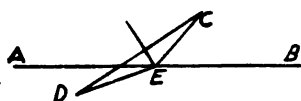
$$\text{and } \frac{(60-x)(7+y)}{2} = 360 \dots (2);$$

$$\text{From 1, we get } x = \frac{720}{17+y}$$

Substituting this value in 2 and reducing, we get
 $y=13$; and $x=24$.

Hence, the board must be cut 24 inches from the larger end and the width at the line of division will be 13 inches.

PROBLEM 8, page 363, (June Journal.)



Let AB be the given line, and C and D the points. Draw DC and the perpendicular bisector of DC and let it meet AB in E. Then ED and EC are the required

lines because every point in the perpendicular bisector of a line is equally distant from the extremities of the line.

PROBLEM 9, page 363, (June Journal.)

Let x —the number bought.

Then $\frac{84}{x}$ —the price.

and the equation is, $(x+7)\left(\frac{84}{x}-1\right)=84$

From this $x=21$, the number bought,

and $\frac{84}{x}=4$, the number of dollars paid for each.

PROBLEM 10, page 363, (June Journal.)

Let x —the side of the square;

then $x+10$ —the diagonal,

and $x^2+x^2=(x+10)^2$.

Solving, we get $x=10+10\sqrt{2}$

then $x^2=300+200\sqrt{2}$

or, $x^2=582.84272$ (sq. y ds.)—3.6427 acres.

PROBLEM 11, page 363, (June Journal.)

The time of ascent and descent is the same; hence the arrow fell from the top of the tower in one-half of $5\frac{1}{2}$ seconds or $2\frac{3}{4}$ seconds. Then

$$s = \frac{1}{2}gt^2 = \frac{1}{2} \times 32 \times \left(\frac{11}{4}\right)^2 = 121 \text{ feet.}$$

CREDITS.—Problem 4, solved by John J. Sum, Jasper, Ind.; problems 2 and 4, Supt J. C. Gregg, Brazil, Ind.; problems 7, 9 and 10, W. F. Entemann, Leota, Ind.; problems 2, 7, 8, 9, 10, 11, John Faught, Vincennes, Ind., problems 2, 8, 9, 10 and 11, D. M. Deeg, Bloomington; 1, 3 and 6, Samuel H. Welty, Milford; 7, Edward Winkley, Guilford; 11, Samuel Miller, Brighton.

MISCELLANY.

COUNTY SUPERINTENDENTS' ASSOCIATION.

The Indiana County Superintendents' Association convened at the Capitol Building at Indianapolis, on June 13th. About seventy county superintendents were present during the three days of the session.

The subject: "In What Does Professional Teaching Consist?" caused much discussion.

Supt. C. W. Thomas, of Harrison county, read a paper on "Young People's Reading Circle Work;" Supt. Metsker, of Carroll county read one "Should Graduates from the Country Schools Have Free Access to Town and City High Schools?," and Supt. L. H. Jones, of the Indianapolis schools made a verbal report of the "Reading Circle Work" in Indiana.

On Friday, June 15, 1894, through the kindness of President W. R. McKeen, of the Vandalia, the county superintendents were furnished with a free special car to enable them to visit the State Normal School at Terre Haute.

The following rules were adopted:

1. Regular monthly examinations shall be held on the last Saturday of each month only and the state board questions in all subjects be used for all applicants.

2. Teachers may be examined in one county and have MSS sent to other counties to grade on the written consent of the superintendents of the county in which such applicant desires to teach. Provided, however, that the superintendent conducting the examination shall certify on such MSS that the applicant has obeyed all rules of the state board of education and of the county superintendents' association, and that the applicant has been properly identified.

3. The state board is asked to furnish questions for high school teacher's examinations during the months of April, May and June, and for primary teachers during the first half of each year.

The old grade of license was adopted, which is as follows: Six months, 75 per cent. and not under 65 per cent. in any branch; twelve months, 85 per cent. and 75 per cent.; twenty-four months, 90 per cent. and 80 per cent., and thirty-six months, 95 and 85 per cent.

The following suggestions were adopted: That rules shall be reduced to the minimum; that rules on discretionary duties shall be in the nature of suggestions for guidance; that rules on ministerial duties shall look to the expedition of business; that there be no rule as to the age of applicants and that applicants that have never taught shall have $2\frac{1}{2}$ per cent. added to their general average for full attendance at the county institute.

The committee on resolutions offered the following, which was adopted:

Resolved, That is the sense of this association that the appropriations for the county institutes should be double the present amount; that we heartily commend the efficient services of the present State Board of Education and appreciate the courtesies extended to county superintendents; that we heartily indorse the action of the State Board of Education in readopting the same schoolbooks for another period of five years, thereby relieving the people of the burdens that would be imposed by a change of the same; that it is the sense of this association that the school-book law of this state should be amended so as to require the schoolbook companies to place the text-books used in the schools of this State in the hands of local dealers, and that county superintendents and trustees be relieved from all responsibility concerning the same without imposing any extra burdens upon the school book companies; that it is the sense of this association that the law requiring county superintendents to hold an examination on the last Saturday of each month be so amended as to dispense with such examinations from October to April, inclusive; that, as county superintendents of Indiana, we recognize the importance and necessity of school officers of the state providing secondary or high-schools for all graduates of the township district schools, and that we believe it practical and the duty of township trustees and county boards of education to establish individual high-schools for townships or a joint high-school with a neighboring township, town or city for the use of the township, and that it is the sense of this association that the Legislature should pass a law at the coming session requiring candidates for the office of county superintendent to have held for three years the county licenses and to have taught at least six years in the public schools.

The committee on legislation decided not to make a report until the next meeting of the association, to be held in December. The report of the committee on bi-monthly questions will be published next September, the report of the committee on diploma examinations next November, and the report of the committee on township institute outlines next August. The last three reports were adopted.

TEACHERS' WANTED.

The following circular letter explains itself:

This circular letter is addressed to you in the hope of securing your active co-operation in the solution of the important problem of lifting the Indians into full civilization and citizenship through educational processes. In these the school is the chief factor. The Secretary of the Interior, recognizing this fact, has therefore dictated a policy of increased attention to be paid to a rational and efficient organization of Indian schools, and has honored me with the details of this work. Success depends primarily upon the character and skill of the teachers.

This has been fully recognized by the civil service commission, to whom is entrusted the examination of applicants. The commission has therefore decided to abandon its former method of examination, which consisted exclusively of text-book questions and which consequently appealed only to the memory and to certain automatisms of skill of the applicant, and failed wholly to test his intellectual grasp of the subject, his mental maturity, professional preparation and skill. The commission has therefore decided to employ hereafter the topical method in all subjects for examination, and to use text-book questions in only a few subjects and in these to a very limited extent. It is obvious that this method of examination will do justice to professional preparation and experience, and will not expose the truly meritorious teacher to defeat by a merely bright high-school graduate, a circumstance which heretofore has kept many really desirable teachers from applying for positions in the Indian service, although the liberal salaries paid and the comparatively secure tenure of office would render this service quite desirable. I have no doubt that among your readers and among the many teachers of your acquaintance there are many philanthropically devoted men and women who under these new conditions would be willing to assist actively in the patriotic missionary work of Indian education. For teachers there will be four grades of examinations: teachers, advanced primary teachers, principal teachers, and superintendents. For matrons there will be but one grade, to be tested chiefly on matters of domestic economy. Teachers who may wish to apply can obtain detailed instructions concerning the mode of application, the nature and time of the examinations and other matters, by addressing the United States Civil Service Commission, Washington, D. C. Very respectfully,

WASHINGTON, D. C., June 8, 1894.

W. N. HAILMAN,
Supt. Indian Schools.

\$100 PRIZE OFFERS.

In behalf of "The American Humane Education Society" I hereby offer two prizes of \$100 each.

First.—For the best short essay, not exceeding three thousand words, on "The best plan for peacefully settling the difficulties between capital and labor."

Second.—For the best short essay, not exceeding three thousand words, on "The best plan of preventing poverty and relieving the poor."

The committee of award will consist of Hon. Dan. Needham, President of the New England Agricultural Society, Hon. Edward H. Bennett, Dean of the Boston University Law School, and Hon. H. O. Houghton, of Houghton, Mifflin & Co. Essays to win the prizes must be deemed by two of the committee to be worthy of publication. Each must be signed by a fictitious name, be accompanied by a sealed letter containing the real name and post-office address of the writer, which will not be opened until the decision is made, and must be received at my offices on or before December 1, 1894.

GEO. T. ANGELL,
President of the American Humane Education Society,
19 Milk Street, Boston, Mass.

SULLIVAN will have a summer normal beginning July 9, to be conducted by S. E. Raines and A. G. McNabb.

THE Marion Normal College is to have a new building and a training department the coming school year. A. Jones is at its head.

H. H. KATTMAN, of Crothersville, has some back numbers and back volumes of the School Journal which he will dispose of on reasonable terms.

UNION CHRISTIAN COLLEGE, at Merom, has just closed a very successful year, with a more than ordinarily interesting commencement program. Rev. L. J. Aldrich is president.

THE forty-third meeting of the Association for the Advancement of Science will be held in Brooklyn, New York, August 15 to 24. For information address F. W. Putnam, Salem, Mass.

GREENSBURG.—Hon. Will Cumback delivered the address to the twenty-third graduating class of the Greensburg high school. Of course it was appropriate and full of good suggestions.

THE TRI STATE NORMAL COLLEGE, at Angola, had more students during its spring term than ever before in the history of the school. Thorough work and enterprise will always win in the end.

HANOVER COLLEGE has just issued its *sixty-second* annual catalogue. It makes a good showing for one of Indiana's oldest and most respected institutions. Dr. D. W. Fisher is still its respected president.

JONESBORO has celebrated its first annual commencement. During the past year it did its first work for the Y. P. R. C. which resulted in the reading of 434 volumes by 190 members. E. E. Friedline is the principal.

ROCHESTER high-school graduated this year the largest class in its history, and the girls of the class, of their own motion, decided to avoid extravagance in dress, and all wore simple white dimity dresses. A good example to follow.

CANNELTON closed a successful school year with a public entertainment to which an admission fee was charged. The net proceeds amounted to over \$60 which will be used to increase the school library. George P. Weedman is superintendent.

THE JENNINGS COUNTY summer normal opened at North Vernon, June 11, with 85 teachers, this being 75% of the number required to fill the schools of the county. Chas. M. Reagan, Horace Ellis and Superintendent J. H. McGuire are doing the work.

By the last school enrollment Terre Haute has 15,092 children, while Fort Wayne shows only 14,231. This makes Terre Haute the third city in size in the state, and gives it representation on the State Board of Education. Last year Fort Wayne held the post of honor.

TERRE HAUTE enrolled in its schools the past year 5996 and in the high school 599 and it graduated from its high school 49. Twelve of these read on commencement day and they were determined by lot. The order of reading was also determined by lot. Is this not suggestive?

HENRY COUNTY makes the following showing for its reading circles: With a school enrollment of about 6500, the number belonging to the Y. P. R. C. is 7,716. The total number of teachers required in the county is 172, and the number belonging to the Teachers' Reading Circle is 185. Can this record be beaten? F. A. Cotton is the supt.

MT. VERNON is in a good educational condition. It recently graduated from its high-school a class of twenty-two, and will have a senior class of over thirty and a junior class of forty for next year. This summer it will build an addition to its high-school building, and arrange for complete working laboratories for science work. E. S. Monroe is principal of the high-school and H. P. Leavenworth is supt.

FT. WAYNE is erecting a new school building on Clay street at a cost of \$24,000 to take the place of the building destroyed by fire last winter. It will be complete in every respect and arranged according to the best ideas in regard to heat, light and all modern conveniences. The whole has been planned and will be completed under the eye of Supt. Irwin and that means that everything will be complete and as good as the best.

SHELBYVILLE.—We clip the following from a Shelbyville paper: "With the close of school to-day ends the work of Prof. Eagle as supt. and Prof. Lahr as principal of the high school. Both these gentlemen have done good work in their places and carry with them the esteem, confidence and good will of the patrons of the school, as well as our people generally. Prof. Eagle has had charge of our schools for seven years, and in all this time there have been no jars or friction. His superintendency has been eminently successful. The same is true of Prof. Lahr during his four years' term."

WAYNE COUNTY has 81 school districts and for the last year these averaged 59 Y. P. R. C. books to the district. The county has 8 towns and in these are 34 school rooms, which averaged 92 volumes to the room. Richmond has 61 school rooms which average 135 books to the room. The total school rooms in the county is 192 and the average number of books to the room is 52. This is exclusive of the Richmond public library which contains 1800 volumes. This library permits each school in the township (88) the privilege of twelve books at a time. Can any other county in the state make a showing of so many books accessible to all the children. Good for old Wayne. T. A. Mott is the superintendent.

THE Covington Normal College, reorganized about a year ago, has made marked progress, especially in the line of close and thorough work. It has in the faculty three graduates of the State Normal school and one from the State University. Their ambition is to do exceptionally thorough work in the common school branches, and they are succeeding admirably. Those who are accustomed to think of the private schools as doing quick work will be agreeably surprised on visiting this one to find three terms spent on the common school branches with comparatively mature students. The students are expected to organ

ize the subject into a scientific form and not merely to be posted in it. Aside from a thorough discussion of the pedagogical phase of the subject, a distinct line of pedagogy runs through the entire course. Each member of the faculty gives especial attention to the method of teaching his own subject. W. A. Furr is principal. [The above was written by a person who recently visited the school.]

PERSONAL.

H. H. KEEP still superintends at Waterloo.

A. G. McNABB is principal of the Sullivan high school.

I. O. JONES is superintendent of the schools at Winamac.

C. D. LANDIS will take the Burlington schools the coming year.

C. J. WAITS will have charge of the Carlisle schools next year.

W. E. CARROON will again have charge of the schools at Earl Park.

W. O. HIATT, a graduate of the State University, is to be superintendent at Gosport.

C. C. LEMON, a graduate of the State University, '94, goes to Van Buren College, Mo.

FRANK L. JONES, of Kokomo, will take the principalship of the Noblesville high school next year.

C. L. HOTTEL has been re-elected superintendent of the schools at Portland for a fourth year.

EMMA STEVENSON, of the class of '94, State University, will teach the coming year at Decatur.

JAMES C. BLACK now has his degree of Master of Pedagogy from the University of the city of New York.

F. A. COTTON as president of the County Superintendents' State Meeting, made a good presiding officer.

C. W. MCCLURE, formerly at Brookville, is now at Oxford, O., and is engaged in conducting a summer normal.

F. S. MORGANTHALER, eight years superintendent at Huntingburgh, has been elected superintendent at Rockport.

H. P. LEAVENWORTH, who has been superintendent at Mt. Vernon for several years, has been retained for next year.

W. F. AXTELL, principal of the Washington high school and J. M. Vance are conducting a summer normal at Washington.

A. C. YODER, principal of the Vincennes high school, is spending his summer vacation in the State University summer school.

G. W. NEET is the new superintendent of Spiceland academy. He is a graduate of the State Normal and of the State University.

H. C. MONTGOMERY will continue as superintendent of the Seymour schools. He is conducting a successful summer normal school.

W. C. WEIR, of Springfield, Ohio, has been elected principal of the Richmond high school to take the place of O. D. Kelso, resigned.

PAUL WILKIE, for two years past in charge of the schools at Churubusco, has decided to enter the State University for a complete course.

C. M. PULLIAM, for the past two years principal of the Rockport high school, has been elected assistant in mathematics in the State Normal.

JOHN FAUGHT, last year instructor in the Vincennes University, has been appointed associate professor of mathematics in the State University.

GEORGE P. WEEDMAN has been re-elected superintendent of the Canabenton schools. He will spend his vacation in the Bloomington summer school.

D. K. ARMSTRONG has been re-elected for the sixth term as superintendent of the West Indianapolis schools. Mr. Armstrong grows with the town.

J. S. BENHAM will continue in charge of the Batesville schools. The teachers of these schools are paid for 217 days in the year. Good for Batesville.

W. D. HAMER, superintendent of the Kentland schools and a State Normal graduate, has arranged to spend the next two years in Indiana University.

B. B. BERRY, of Wabash, a graduate of the State Normal and also of the State University will take the superintendency of the Fowler schools next year.

LEWIS H. JONES, superintendent of the Indianapolis schools, has had his salary increased from \$3000 to \$3500. This is but a deserved recognition of efficient service.

J. R. STARKEY has been re-elected for his nineteenth year as superintendent of the Martinsville schools. The board knows a good man and is wise in holding on to him.

N. C. HIERONIMUS, of the class of '93 in the State Normal, in charge of the schools at Oaktown, has entered the State University with the intention of completing the course.

J. F. SCULL has been employed for a thirteenth year as superintendent of the Rochester schools at an increased salary. His graduating class this year numbered eighteen.

J. A. WHITELEATHER, of Etna Green, a State Normal man, has been elected superintendent of schools at Knox. He will start in with a new school building and a bright outlook.

C. E. VINZANT, superintendent of Park county, has secured from the State Board of Education a professional license and his name should have appeared in the Journal last month.

J. H. TOMLIN, for two years past superintendent at Rockport, and recently appointed a trustee of the State Normal School, has been elected superintendent of the Shelbyville schools.

L. O. DALE, formerly superintendent of Wabash county, but who has been teaching the spring term in the State Normal, will return to the State University to complete his course next year.

S. E. RAINES has been elected to the superintendency of the Sullivan schools for a fourth year. Prior to becoming superintendent he served five years as principal of the Sullivan high school.

ANDREW J. KINNAMAN has returned from the University of the City of Chicago with his degree of Doctor of Pedagogy and resumed work at his old post in the Central Normal College at Danville.

A. W. MACY, an Earlham graduate and a former Indiana teacher, is now filling an important position with S. C. Griggs & Co., Chicago. Mr. Macy read an interesting poem at a late alumni meeting of his *alma mater*.

MRS. SCULL, wife of J. F. Scull, superintendent of the Rochester schools, died June 13. She was a lady much respected by all who knew her. Supt. Scull will have the sympathy of his numerous friends throughout the state.

DR. HENRY T. EDDY, who recently resigned from the presidency of the Rose Polytechnic Institute, Terre Haute, has secured the presidency of the Minnesota University at Minneapolis, and will assume his duties at that institution in September.

MANSON U. JOHNSON, formerly of Marion county and a member of the last state legislature, was recently elected superintendent of the Madison county schools to take the place of I. V. Busby, who goes to Alexandria. Mr. Busby will continue to serve till Sept. 1.

O. B. CLARK, for many years professor of English literature in the State University but for the last year filling a similar position in Rippon College, at Rippon Wisconsin, died May 14. Prof. Clark was a christian gentleman in the best sense of that expression and he leaves a large circle of cordial friends to mourn his untimely departure.

DR. JEROME ALLEN, associate editor of the New York School Journal and founder of the New York School of Pedagogy, died recently at the age of sixty-four. Dr. Allen was a man of great activity and fertile in resources, and his career as educator has been marked by success. His genial and obliging disposition has made for him a host of friends who now mourn his loss.

T. J. CHARLTON, superintendent of the Reformatory for Boys, made the commencement address for the Vincennes high school this year. Twenty years ago he, as superintendent of schools, graduated the first class from this school and his subject was, "Twenty Years and their Lessons." The address was an interesting one. He has held his present position for fourteen years.

PROF. ROBERT J. ALEY, of the State University, has recently published a biographical sketch of Daniel Kirkwood, for so many years professor of mathematics in the State University. The article at first appeared in the American Mathematical Monthly but was reprinted in circular form. The article does full credit to a man who has served well his generation and has honored Indiana.

JOHN A. BERGSTROM, Ph. D., assistant professor-elect of psychology and pedagogy in Indiana University, is a graduate of Wesleyan University, Conn., with special honors in philosophy. After a period of teaching in Connecticut he became for three years a graduate student in Clark University. He held a fellowship in psychology there from '91

to '93 and has taken his degree of Doctor of Philosophy from that institution. In 1893 he was appointed assistant in psychology at Clark. He is the author of several important contributions to experimental psychology. Dr. Bergstrom's training in philosophy, pedagogy and psychology is of the highest order and it cannot be doubted that he will add great strength to the Indiana University and to the educational forces of the state. Dr. Bergstrom's work will begin in September.

MISS FLORA BRIDGES has been selected to fill the Demia Butler chair of English literature at Butler University. By the terms of the endowment the chair must be filled by a woman. Miss Bridges was formerly a student at Butler. She took her first degree at Oberlin College and subsequently spent two years in study at Zurich, Switzerland. She left Olivet College, Michigan, to go abroad and after her return taught in M. Holyoke Seminary. She is young and studious, acquainted with the methods of the best schools and exerts a large and helpful influence.

MRS. EMOGENE MOWRER has resigned her position as principal of the Warsaw high school which she has so creditably filled for the past six years. During her stay with us she has shown untiring energy in all the interests of education, working summer and winter, in the summer holding private schools and working in the county normals. There have been 53 graduates since she has been with us, and many of these have been given the impetus that sent them into our colleges. Her place will not be easy to fill and it is with regret akin to sorrow that we part with her.

B.

BOOK TABLE.

THE PRIMARY SCHOOL, a magazine for the primary teacher, makes its first appearance in a bright and trim June issue. It is an expansion of "The Primary School Monthly" which completes its third year of life in this new form. It is to be issued monthly. E. L. Kellogg & Co., publishers, New York.

"HEAVENLY TWINS" is the name of a late novel that has had wonderful success. It is the story of two "very bad" children. The book contains many good suggestions to thoughtful teachers. Teachers who read it should notice the fact that the tutor who finally influenced the incorrigible "twins" was a gentleman with a keen sense of humor and a good judge of human nature.

WHAT more delightful companion can one desire for the summer months than a copy of a favorite magazine; and what magazine is so great a favorite, so desirable in every way, so rich in the variety of its contents, so full of interest, so entertaining, as Littell's Living Age! To the lover of good reading it is the ideal magazine—containing only the very best and choicest of recent literature—suited to every one's needs and good for every day in the year. Littell & Co., publishers.

THE July number of The Forum will be, as usual, a special educational number; and, as usual, it will deal with very practical problems in education—problems of interest not to professional educators only, but problems that touch the very base of our system of training. The three articles are: "The Ideal Training of an American Boy," a working statement of the highest ideal, by Prof. Thomas Davidson; "Research the Vitalizing Method of Higher Teaching," by President J. Stanley Hall—the most suggestive of his series of articles; and "Will the Co-educated Co-educate their Children?" in other words, will women who attended co-educational colleges send their children, especially their daughters, to these colleges? This article, by Prof. Martha Foote Crow, of the University of Chicago, is based on a series of inquiries made of the Alumnae of Cornell, the University of Michigan, and the other co-educational colleges.

BUSINESS NOTICES.

BAKER & THORNTON, of Indianapolis,
are dealers in kindergarten goods and primary supplies. Send
for catalogue. 12-1f

HOLIDAY EXCURSIONS.—Lake Erie & Western railroad, Fort Wayne, Cincinnati & Louisville railroad (Natural-Gas Route) will sell Fourth of July excursion tickets between all stations on its own and connecting lines at the very low rate of one fare for the round trip. Tickets will be sold on July 3 and 4, 1894, limited going to day of sale, and good returning up to and including July 5, 1894. For tickets, rate, time and general information, call on any ticket agent of the above route, or address **C. F. DALY**, General Passenger Agent; **H. C. PARKER**, Traffic Manager, Indianapolis, Ind. 7-1t

BIG FOUR.—Official route from Central and Southern Indiana to the international convention of the Baptist Young People's Union at Toronto, Canada, July 19-22. One fare for the round trip has been authorized for this occasion, tickets to be sold July 17, 18 and 19, good returning until July 31, with a further extension until September 15, if deposited with the proper agent at Toronto. The Big Four will have special sleepers leaving Indianapolis on the Southwestern Limited at 3:15 p. m. Tuesday, July 17, and run through to Niagara Falls without change. Passengers can stop at Niagara Falls during the day and reach Toronto in the evening, or they can get Breakfast at the Falls and reach Toronto about noon by steamer from Lewiston. For further particulars call on Big Four agents, No. 1 East Washington street, 36 Jackson Place and Union Station, Indianapolis, or any agent on the line. [7-1t] **H. M. BRONSON, A. G. P. A.**

MARRY THIS GIRL SOMEBODY.—*Mr Editor:*—"I stained a blue silk dress with lemon juice; what will restore the color? I am making lots of money selling the Climax Dish Washer. Have not made less than \$10 any day I worked. Every family wants a Dish Washer, and pay \$5 quickly when they see the dishes washed and dried perfectly in one minute. I generally sell at every house. It is easy selling what every family wants to buy. I sell as many washers as my brother, and he is an old salesman. I will clear \$3,000 this year. By addressing **J. H. Nolen**, 60 W. Third Ave., Columbus, Ohio, any one can get particulars about the Dish Washer, and can do as well as I am doing. Talk about hard times; you can soon pay off a mortgage when making \$10 a day, if you will only work; and why won't people try when they have such good opportunities? 7-1t **MAGGIE R.**

ATTENTION, TEACHERS!—The Pennsylvania Lines have arranged for the teachers and their friends desiring to attend the National Educational Association meeting at Asbury Park for tickets to be sold July 7, 8 and 9 at rate of \$21 for round trip from Indianapolis, good returning until September 1, by depositing tickets with agent at the Park on or before July 13. Those going via this route have the privilege of stopping off at Cresson Springs, Baltimore, Washington or Philadelphia, and also of returning home via the Chesapeake & Ohio railway, Baltimore & Ohio railway, New York Central railway, or Hudson river steamboats to Albany, and thence to Niagara Falls. Everybody should take advantage of this excursion, as it will be the only one during the summer. For further details call on nearest ticket agent, or address **GEO. E. ROCKWELL**, City Passenger Agent; **W. F. BRUNNER**, District Passenger Agent.

BIG FOUR ROUTE to National Educational Association meeting at Asbury Park, N. J., July 6 to 13. Tickets good going via Lake Shore and New York Central railways, and returning via Chesapeake & Ohio railway, giving stop-over at Niagara Falls and daylight ride down Hudson river on going trip, and stop-over at Washington, D. C., on return trip. \$21 for the round trip from Indianapolis, and corresponding rates from other points on Big Four. For tickets and full information call at Big Four offices, No. 1 East Washington street, 36 Jackson Place and Union Station. [7-1t] H. M. BRONSON, A. G. P. A.

BIG FOUR ROUTE to international convention of the Young People's Society of Christian Endeavor at Cleveland, Ohio, July 11-16. The Big Four is the official route from Indiana and Illinois. Special train will leave Indianapolis, Wednesday, July 11, at 11 a. m., and run through to Cleveland, reaching there at 7 p. m., making entire trip by daylight. Rate from Indianapolis, \$8.25 for the round trip. Tickets will be sold for above special and all regular trains of July 9, 10 and 11, good to return until July 31. A further extension to September 15 may be secured by depositing tickets with the joint agent at Cleveland. For further particulars call on L. J. Kirkpatrick, Kokomo; Harriet J. Wishard and C. J. Buchanan, Indianapolis; also Big Four ticket offices, No. 1 East Washington street, 36 Jackson Place and Union Station, Indianapolis. [7-1t] H. M. BRONSON, A. G. P. A.

NIAGARA FALLS EXCURSION, Thursday, August 2, 1894, via the Lake Erie and Western railroad, the "Natural-Gas Route." On Thursday, August 2, 1894, the Lake Erie & Western railroad will run their popular annual excursion to Cleveland, Chautauqua Lake, Buffalo and Niagara Falls at following very low rates, viz.:

Peoria.....	\$7 50	Tipton.....	\$5 00	Rushville.....	\$5 00
Bloomington ...	7 00	Lima.....	4 00	New Castle	5 00
LaFayette.....	6 00	Fort Wayne ...	5 00	Cambridge City...	5 00
Michigan City..	6 00	Muncie.....	5 00	Fremont	4 00
Indianapolis..	5 00	Connersville ..	5 00	Sandusky.....	4 00

with corresponding reductions from intermediate points. In addition to the above the purchasers of these tickets will be given the privilege of special excursion side trips to Lewiston-on-the-Lake, including a steamboat ride on Lake Ontario, for 25 cents. To Toronto and return by lake from Lewiston, \$1; to Thousand Islands, \$5. Tickets for the above side trips can be had when purchasing Niagara Falls ticket, or at any time on train. Besides the above privileges, with that of spending Sunday, at the Falls, we will furnish all those who desire a side trip from Brocton Junction to Chautauqua Lake and return FREE OF CHARGE. Tickets of admission to places of interest at or near Niagara Falls, but outside the reservation, including toll over the international bridge to the Canadian side, elevators to the water's edge at Whirlpool Rapids on the Canadian side, will be offered on train at a reduction from prices charged after reaching the Falls. Do not miss this opportunity to spend Sunday at Niagara Falls. The excursion train will arrive at Niagara Falls at 7 a. m., Friday, August 3, 1894, and will leave the Falls returning Sunday morning, August 5, at 6 o'clock, stopping at Cleveland Sunday afternoon, giving an opportunity to visit the magnificent monument of the late President Garfield, and many other interesting points. Tickets will be good, however, to return on regular trains leaving the Falls Saturday, August 4, for those not desiring to remain over. Tickets will also be good returning on all regular trains up to and including Tuesday, August 7, 1894. Secure your tickets, also chair and sleeping-car accommodations, early. Those desiring can secure accommodations in these cars while at the Falls. For further information, call on any agent of the Lake Erie & Western railroad, or address

C. F. DALY,

7-1t

General Passenger Agent, Indianapolis, Ind.

INDIANA SCHOOL JOURNAL.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

HO FOR THE N. E. A. AT ASBURY PARK.

In July of this year the National Educational Association will be in session at Asbury Park, N. J. For that occasion special low rates will be in effect from ticket stations on the Pennsylvania Lines to Asbury Park, affording an excellent opportunity for a sojourn at the seashore. Tickets will be sold at the rate of one fare for round trip plus \$2 which goes to the Association as a membership fee. The public generally may take advantage of the reduction on July 7th, 8th and 9th, as excursion tickets will be sold to all applicants on those dates.

Tickets will be limited for return passage until July 16th, 1894, but by depositing them with the joint agency at Asbury Park on or before July 13th, the return limit will be extended to September 1st, 1894, if desired. This arrangement will give ample time for side trips and visits to other eastern points.

The selection of Asbury Park as the place for holding the meeting will enable members of the Association, and others who may so desire, to make a most delightful vacation trip at a greatly reduced fare. Asbury Park is famous as one of the most popular resorts along the Atlantic Ocean. It is located in the midst of the delightful summer havens on the New Jersey Coast, fifty-one miles from New York and eighty-nine miles from Philadelphia on the Pennsylvania Railroad. Ocean Grove is a near neighbor and Long Branch is only six miles away. Cape May and Atlantic City and numerous other pleasure resorts, are also close at hand and special excursion tickets from Asbury Park to those delightful retreats may be obtained at slight cost during the season. From the extreme western termini of the Pennsylvania system, Chicago, Indianapolis and St. Louis, solid vestibule trains run without change to Philadelphia and may be boarded by excursionists at intermediate stations. At Philadelphia a transfer is not necessary as trains for Asbury Park depart from the handsome new Pennsylvania depot on Broad Street, in the heart of the city, where all trains over these lines arrive from the west, northwest and southwest.

Parties of teachers or families and friends desiring to travel together on this excursion may make special arrangements for transportation and Pullman accommodations. Any information will be cheerfully furnished by ticket agents of the Pennsylvania lines or may be obtained by addressing W. F. BRUNNER, District Passenger Agent, Indianapolis.

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INDIANA " SCHOOL * JOURNAL

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*MORAL EDUCATION IN THE PUBLIC SCHOOL.

PRES. G. S. BURROUGHS, WABASH COLLEGE.

Aristotle said, "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth." The meditation born of the experience of the centuries since has neither contradicted nor modified the statement thus strongly made. The State, therefore, exercising the right of self-preservation, educates.

In the public school she fits, for coming usefulness, her future citizen. This education, on the part of the State, can not be other than moral; for its subject is by nature as truly moral as rational. Moreover, that future usefulness in citizenship, for which the State educates, is preeminently a usefulness in the exercise of moral qualities. Indeed, without the exercise of such qualities, citizenship is impossible.

The English historian, Freeman, writing some fifteen years since of national morality, as revealed in the conduct of nations toward one another, emphasized the following positions: "There must be a right and a wrong in the conduct of nations as well as in the conduct of individuals. To whatever source we may trace those laws of morality which most of us acknowledge, as a matter of fact we do acknowledge them. And we not only acknowledge them, but, as our minds are constituted, we cannot conceive any other laws. In the civilized world of modern Europe and America we take theological and political differences for granted, but we assume a common morality."

These are straight-forward, wise, ringing sentences. I

*Read at the State Teachers' Association, December, 1893.

quote them because they are such. I also quote them because they are the measured words of a widely read and widely reflecting student of human conduct and history, uttered when addressing himself to a theme other than our present subject yet closely related to it. National morals we acknowledge, but the morals of each unit of the group of nations are but the outcome and the expression of the personal morals of the many individual units of which this large national unit is constituted.

I repeat, therefore, "We take theological and political differences for granted, but we assume a common morality." And, I add, in this common morality we all believe in spite of theological and political differences. We acknowledge it as separate from these. We acknowledge it as fundamental, and its developement, culture and conservation as imperative.

When, therefore, the Constitution of Massachusetts says that it is the duty of teachers to impress on the minds of youth "the principles of justice and a sacred regard for truth; love of their country, humanity and universal benevolence, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to lead their pupils, as their ages and capacities shall admit, into a clear understanding of the above virtues and also to point out the evil tendencies of the opposite vices, also to promote their personal future happiness."

When the Constitution of Massachusetts, or of any other commonwealth, thus speaks, every right-minded man, irrespective of theological and political differences, endorses the utterance as citizen and patriot. On the one hand, we do not believe in a public education which shall, in any sense, regard theological or political differences, but, on the other hand and equally, we do not believe that a public education for citizenship can, in the nature of the case, be secular, in the opprobrious sense of the term. Practically we all believe that neutrality or indifference of the State in respect to morals is a thing impossible.

Again I go back to Aristotle. He says, in his politics, "Law is the mind of the State without passion." That is, Law is the reason of the State, separated from the passions

and impulses of the many or the moment. And then he hastens to make this remarkable utterance: "He who thus acknowledges Law to be the ruler, in distinction from the individual despot, or the passions of the multitude, makes God the ruler, and Law—that is, God—the ruler of the laws; he who makes man alone the ruler adds also the beast;" that is, in the outcome, mere passion and appetite hold sway.

I do not believe that any of us, however liberal or illiberal we may esteem ourselves to be esteemed by others, need fear to stand with this so-called Pagan philosopher on his wide, strong platform. There is in the judgement of us all, an eternal fitness of things, an abiding nature of things, a law, a power not ourselves which makes for righteousness; there is a God, describe him as men may, without whom, as law, no nation, Christian or Pagan, has stood, stands or can stand.

In other words, while theological and political differences are separable from morals, in a certain true sense morals and religion are inseparable. Our standards of morals are higher than our lower, baser selves, and in our higher better selves is God.

And so we must, in the ultimate analysis, maintain, not that we ought to have moral education in our schools, but that if we educate at all we educate morally, and that if we educate morally, we, at the same time, educate religiously.

Washington was correct; "Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle." Religious principle! these words must be well weighed; they lead us to the open secret which so many are passing by. It is this: Morality is always the expression of religion. Morals are the outside of which religion is the inside. And there cannot be an outside without an inside, nor an inside without an outside. Morality and religion belong alike to the rational nature of humanity.

The religious nature, along with the moral, is instinctive and peculiar to man; it is found wherever he is found. History, language, law; observation, experience, consciousness alike attest the fact. But religion is never sectarianism, nor is sectarianism religion. Sidney Smith well said, "The true spirit of religion is to search after God, with a lowliness of heart; to fling down no man's altar, to punish no man's pray-

er." Mr. Beecher spoke truth: "The call to religion is not a call to be better than your fellows, but to better than yourself."

Moral education, rightly understood, is always religious education, also rightly understood. And beside Washington stood Webster, when, in argument regarding the Girard will, he said, "In what age, where, when, by whom has religious truth been excluded from the education of youth? Nowhere. Never. Everywhere and at all times it has been regarded as essential. It is the essence, the vitality, of useful instruction."

I hasten on, then, to point out how moral and religious education exist to-day in the public school, and at the same time, to indicate briefly how, through a fuller recognition of the fact, this instruction may become more effective. First of all, moral and religious education exists in the discipline of the public school. The government of the school stands midway between the government of the home and the government of the State. From the well governed home comes the orderly and good scholar, and from the well governed school goes forth the orderly and good citizen. Vastly more of the education of our schools lies in their discipline than we imagine. Here is found not only the relation of the student to the teacher but, more especially and more important, the relation of the student to his fellow student under the common guidance of the teacher. All true, all successful school government rests upon due consideration of moral relations and is based upon what Washington styles "religious principle."

In all successful government the personal element will be sure to dominate over mere regulations. Character on the part of the teacher will here guide, and character on the part of the pupil will be fostered and developed as the teacher's guidance is followed. The secret of good discipline in the public school is an educator in the teacher's chair, and by an educator we shall agree that we mean an inspiring personal force, at once rational, moral, religious. Again, moral and religious education exists in the pursuit of the several lines of study followed in our public schools. Let me speak of these three, science study, history study, literature study, and, had I time, I would add a fourth, social and political science study.

I am firmly convinced that science study is emphatically moral and religious education.

Not only is there no conflict between science and religion, but there never has been and, as I conceive the matter, there can not be. The great conception of law which science emphasizes and so copiously and continuously illustrates is basal in moral and religious education. The exact discovery, the the exact statement, the careful and exact verification of facts, of things that are, which the scientific method inculcates, is fundamental in educating the truth-habit, as I would phrase it, and the truth-habit is the life of the genuine morals and genuine religion. The reign of law, sooner or later, is found to be the reign of the law-giver, or I had sooner say the law source. The belief in truth is sooner or later found to be belief in the truth-source.

Law is the habit of truth, and truth is God. Even the great scientific hypothesis of evolution—hypothesis only though it may be—is the hypothesis of creation by law. Far from driving God from the universe, it brings him nearer to us than we are to one another. He is not a far-off world-builder, but in world birth, as in world guidance, he is an abiding, embreathing spirit.

And so we pass naturally from science study to history study. I do not mean history as a jumble of facts or a confusion of dates, but I mean history as the record of human progress, as a revelation of the laws and truth of life seen in society. Here, also, is moral and religious education in our public schools. Of course, human history is full of violations of law and down-tramping of truth, but the violations are but the clearer revelation of law and the down-trampling is so certainly unto death that by very contrast life is emphasized.

We have no doubt about it that the experience of human life in long ranges—through the centuries—is roundly educative in morals and in religion. The philosophy of history, and such a philosophy as may be readily taught in our public schools, is a moral and religious preparation for the duties of citizenship in the making of history to-day.

Literature study builds on science study and history study.

Literature is the mirror of life and pre-eminently the inner life. Here stands the soul before the soul. Here speaks the soul to the soul. The rational I, moral and religious because rational, bears witness to itself. If one can truly study lit-

erature without being morally and religiously educated, pray tell me how may it be done. I confess I know not. True literature must ever be honest. The art of living—and such is letters—cannot be degraded to the artifice of life.

Writing is not literature; men do not so think. Life, unvarnished, untinselled, speaking frankly its deepest thoughts through printed page of prose or verse, is a school of morals and religion, full of preparation for the scenes beyond the school-room door.

In other words science study, history study, literature study, rightly viewed and rightly followed, are character building. They lead to broad views, correct views, unselfish views. They form moral habits and they develop religious principles. I cannot but rejoice to note the fact that social and political study is knocking, and will soon knock more loudly, at the school-house door. The door will swing open, I am sure, and thus another potent force in moral and religious education shall stand shortly re-inforcing those which now exist.

But some one has been saying what has this got to do with the Bible in the Public school. I answer much every way. If what is in the Bible be in the school, the Bible is there.

Otherwise the book,—paper, printers' ink, words, be there,—the Bible is not there. The Bible came out of human life, and the streams of influence, conduct, character which we find crystallized in the literature of its pages, from the very first have not been confined to these pages. They were vital, personal forces merging into life even so soon as crystallized in the Bible writings; yes, even before thus crystallized.

Moses, Samuel, David, Elijah, Isaiah; James, Peter, Paul, Jesus of Nazareth,—surely these each and the last most of all, put their lives into society, into humanity, from the outstart; and just because of this are these lives in the Bible. So to-day through living persons, the person of the teacher and the person taught, the Bible comes most truly into the school.

Wherever without criticism and offense it may be done, I would that always, with reverence and devotion, the Scriptures be an open volume in the first moments of the morning's opening hour. Wherever it may be done—and I cannot see why anywhere it may not be done, I would that the Scriptures be studied as literature, as the mirror of human life. Mat-

threw Arnold himself prepared, you recall, an edition of Isaiah 40—60 for use in the schools of England. Why not this noble poem, why not that other poem equally grand, the book of Job, in the schools of America? I see not the difficulty.

The Bible is not dogma, the Bible is life in literature. But whether or not in devotional reading, or in literary, intellectual study the Bible be in the Public School; in conduct and character, in the spirit of true discipline and government, and in the spirit of true and helpful study, in science, in history, in letters, not only is the Bible in the school but it cannot be excluded. Our schools are not secular and they cannot be such, save as they turn aside from the development of character to the production of human mechanisms which shall grind out a short existence in self-indulgence. When this shall be, our public school system shall have ceased to be.

May this day never come. Nay, it shall not come.

THE INDIANA UNIVERSITY AND TRAINING OF TEACHERS.

WM. L. BRYAN.

I.—Common sense and mature reflection agree that an essential part of the preparation of a teacher, is knowledge of the subject taught. Progress in education does not weaken this requirement. On the contrary, the standard of scholarship required of teachers is rapidly rising. This is especially evident as regards high-school teachers. For example, teachers of any of these physical sciences are now almost invariably expected to have had thorough laboratory training as well as the guidance of a scholarly teacher. In mathematics, history, Latin, English, etc., corresponding advance of requirements has been made. From the best universities of the country there come each year a considerable number of young men and women who can meet this advancing requirement. The consequence is that it is rapidly becoming impossible to secure or to hold a position in secondary schools without university training. This is simply a business fact but like many other such facts it serves a higher purpose. It results in this, that the secondary and lower schools are brought under the immed-

iate influence of the higher and the highest schools. It results in bringing the highest ideals and the highest scholarships in every department of learning through the University to the best of the youth and through them to every part of the state.

The Indiana University which has been established and maintained by the State, endeavors so far as its means permit to serve the whole state in this way. Its faculty has been selected with this in view. The members of the faculty have been educated at thirty-six universities of Europe and America.

They have had as teachers many of the great masters in many departments of learning. They are for the most part themselves active investigators and contributors to the stock of human knowledge. As teachers they gladly meet young men and women and help them toward citizenship in the world of culture. Through these teachers and the pupils the administrators of the University, therefore, hope to bring the best ideals in science and literature to every corner and to every child in the state.

II. HISTORY.—There is another way in which many departments of a university outside of that of pedagogy serve those who are preparing for higher educational work. In forming educational ideals as well as in devising plans of administration and methods of teaching, one may arrive at conclusions capriciously; or one may proceed under the guidance of some trusted teacher or of some one of the current educational philosophies; or one may be instructed by the whole of history. All history, even that of the stars, of the earth, of plants and animals has its deep significance for the student of education. But it is altogether manifest that the history of human life and thought in their manifestations is an exhaustless book from which we are to discover the trend and method of human development. General and American history, history of politics and economics, Greek, Latin, French, German and English, languages and literatures, history of educational ideals, theories and institutions, history of philosophy; these departments do not stand isolated from each other. There is no formal unity imposed upon them by any given explicit philosophy of history. The unity

is deeper, freer, more vital and permanent, The unity between them lies in the fact that they work in essentially the same spirit of scientific inquiry at essentially the same task, the history of culture. These ten departments, with courses requiring for completion thirty to forty years of work, ranging from a study of the elements of the several subjects, to the beginning of scientific research, offer a vast overview of the phenomena of human life and growth. Such an outlay of the particular facts of history and their more special relations has a value which cannot be supplied by any philosophy of history. For any philosophy of history they are the materials and the illustration. They are, moreover, part of the material for a better philosophy of history than any we now have. From the history of Sanskrit roots to the history of attempts to explain the universe, there is no phase of man's life that may not profoundly teach the teacher. The best book on pedagogy is the history of the world. The foregoing may serve to show the spirit in which the historical work in the departments of philosophy, psychology and pedagogy is carried on. As it has been put in another place these courses (two years in the history of philosophy and one year in the history of education) are really courses on the "development of culture in Europe and America wherein principal attention is given to the literature of philosophy" and to educational theories, ideals, leaders and institutions.

III. PSYCHOLOGY.—It is not necessary to argue since it is universally recognized that psychology is an essential study for the teacher. Here again, however, it is worth while to observe that a great deal of psychology is to be found in other departments of a university than those of philosophy, psychology and pedagogy. Those who look into the matter will find that no science of to-day fails to make its contributions to psychology. It is immediately evident, as before implied, that the departments which deal with human life in any of its manifestations may and do contribute to psychology in very important and directly practical ways. Within the departments more directly connected with psychology, about four years of undergraduate work in that subject is offered. There are elementary courses in physiological, descriptive and educational psychology, which are accompanied

by a study of the literature; studies in the history of psychological theories; and finally research in problems of general psychology, child psychology, school hygiene, pathological psychology, etc. One who does this work well should, at the end, know the general history of psychology and some phases of that history with great thoroughness; he should know in general the present attainments of psychological science, and some chapters he should know with thorough inside knowledge that distinguishes first-hand from second-hand knowledge. He should be rich at some point and so have a high standard by which to judge his other work and the work of others. He should, in short, become initiated into the first degree of the Fellowship of science. There is no mystery about such an initiation except the mystery of growth and no price but enough of the right kind of effort. But the reward is an access of insight and power which transforms the world and life and its work. If this intention does take place, psychology becomes to the neophyte no longer a book or a jumble of facts or of doctrines, but a dawning light wherein history will be read and whereby the arts that deal with men will be directed. Finally, if this initiation does take place, the Bachelor of this Art may become one of the little company who push on far in every art of study that touches conscious life in the faith that the next is to be the psychological epoch.

THAT MESSAGE.

LUELLA BURSON FOUTS, PRINCIPAL BROWNSTOWN HIGH-SCHOOL.

One does not like to seem to criticise articles so full of helpful suggestions as those in the June and July Journals on *Thanatopsis* and *Snowbound*; nevertheless, some of the following things ought to be said. For, however much a teacher of literature may develop the logical analysis of his pupils and lead them to demand consecutive related thought from an author (and the plan outlined in the aforesaid articles is fine to secure such mental power and attitude) if he leave them with the belief that every literary selection has a moral lesson, which it must be their aim to find, he will have so narrowed their horizon and so distorted their vision, so warped

their sensibilities that they will be unable to "snatch the essential grace of meaning out," and so will miss the very message which they have been taught they must not miss.

It is not true that "in any literary selection the author's purpose is the presentation of some one main thought to the intellect, so as to touch the emotions in order to influence the will." A main thought capable of so arousing the emotions and will can usually be found in any good production, and the search for it is fine literary exercise. It is there because of the logical habits of any good mind, and because of the tendency of thought to call up related thought. The moral lesson is usually there too (sometimes many of them), because truth and beauty dwell together, and whenever we go deep enough, or high enough, or far enough to find one there is the other also, if we have eyes to see. And thus a literary gem may speak to other souls messages of which the writer never dreamed. Otherwise we could have no poetry from such passionate, wilful natures as Byron and Shelley; and consider the sweetness and beauty of the writings of easy-going Charles Lamb and Leigh Hunt! Not much purpose there, nor in the song of birds, yet these have their message for souls attuned to hear.

Few poems worthy of the name are written in any such cold-blooded, calculating spirit as the above-quoted statement in regard to an author's purpose would imply. We all know what Holmes says about a hot thought crashing through his brain—a lyric conception hitting him like a bullet in the forehead. It is not probable that his experience is the common experience and that every good poem was born in some swift, new thought, which, by its beauty, or solemnity, or pathos, or whatever power it had, gathered to itself "troops of gentle thoughts," so that when the poem was written it was as logical and unified as if the author had designed to teach whatever lesson may be found in it.

Thanatopsis, for instance. Of course nobody knows just how that poem grew, but if we should all meet Bryant some day in the world beyond and lay the matter before him, not having lost interest in such things, as let us hope we shall not, what would one not be willing to wage that he would say he no more purposed by means of that poem to relieve the

bitterness of death than Whittier designed in *Snow-Bound* to teach that the bond of sorrow may be broken.

Thanatopsis, a view of death—not the common view, not by any means the brightest view, nor yet the darkest, but a new one—one that swept before his soul's vision and by its novelty and majesty and tranquillity moved him to write that stately, peaceful poem. This new thought of death, the world a vast sepulcher,

"All that tread
The globe are but a handful to the tribes,
That slumber in its bosom."

"The hills
Rock-ribbed and ancient as the sun,—the vales
Stretching in pensive quietness between;
The venerable woods,—rivers that move
In majesty, and the complaining brooks
That make the meadows green; and, poured round all,
Old ocean's gray and melancholy waste,—
Are but the solemn decorations all
Of the great tomb of man."

This is the thought which seems to be the heart of the poem, the lyric conception which struck him like a bullet in the forehead.

In *Snow-Bound*, too, the central thought seems to be the home-circle shut away for a week from the outside world—that tender memory brightened by the years that have brushed past it and hallowed by their changes. Lessons in plenty there are in the poem, but the poet designed to teach none. They teach themselves. As Carlyle has said "the deepest thought is music," so is the deepest thought truth and beauty, and these creeping into the music make poetry.

Let us not talk to our pupils about "the message" of a poem, as if there could be but one; nor about "the purpose of the author," as if we had had special instruction as to his purpose. The appeal which a poem makes to one soul it will not make to another. And, above all things, let us try to avoid turning loose upon the world a set of literary critics with borrowed opinions. The writer once knew a teacher of literature who told his class that the purpose of the Merchant of Venice is to teach Christian charity! Fancy Shakespeare's amazement if he could return to earth and learn that fact.

Is it not well to put statements in literature classes in the form of questions chiefly, and when we wish to make them declarative, qualify them with an "It seems to me"? With this precaution to avoid dogmatism and the wooden idea that poems are made by pattern, we can use to good advantage some such plan as that indicated in the article referred to, hoping that our pupils as they gain power to search out the thought, both specific and general, will also gain power to enter into the feeling and to get the message

"Hid in light,
Not darkness or in darkness made by us."

DISTRICT SCHOOL BUILDINGS.

T. A. MOTT, SUPERINTENDENT OF WAYNE COUNTY.

If school children have any right that is imperative it is that their school room be well lighted, well ventilated and thoroughly heated. Their growth, their health and their happiness demand it.

Hundreds of county school houses, as well as those of towns and cities, are annually being built in Indiana where the most important fact considered by the builders seems to be a beautiful building, while the correct interior structure of the building is neglected. These buildings are of brick and stone and will be in use from fifty to a hundred years and should be carefully built. It seems to me that one of the highest duties of school trustees, equal even to that of employing the truest teachers, is to provide the children of this corporation with healthy, comfortable school rooms. Ventilation, heating and lighting are the essential points to be considered in school house architecture. These first, beauty second. The growth and happiness of the children are affected every hour by these conditions. The extra expense for building a district school house on the right plan is very slight. It only requires that the trustees be interested in the matter and informed as to the true plans of building school houses on scientific principles. The results of scientific research in the line of school room ventilation and lighting have been so thoroughly established that there is no longer any debatable ground in regard to fundamental truths governing these questions.

All authorities agree that to heat and ventilate a school room it is only necessary that, first, there should be a constant current of warmed, pure air entering the room. No current of air should enter the room except it be heated. Second, there must be an exhaust flue that is well heated, to carry from the room, constantly, the foul air. The exhaust flue should take the air from the room at the floor; the warm air should enter the room from three to five feet above the floor. The room should contain at least two hundred cubic feet of air for each occupant. A room to be well lighted must have large windows with movable curtains. All light should be admitted from the rear and sides (left side preferred) of the pupils.

The Board of Education of Wayne County, Ind., two years ago adopted the following plans, with the aid of their architect, for the district school houses:

1. The length of the school room should be one-fourth greater than the width, with the front and entrance on one of the long sides.

2. The room should contain 200 cubic feet of air space to each pupil to be accommodated.

3. Girls and boys should each have large, well lighted wardrobes at least seven by ten feet.

4. The blackboard should extend entirely along the long side opposite the entrance and between the windows at the ends of the room and should reach within thirty inches of the floor.

5. Teacher's desk and platform, if any, should be in front of the long blackboard and pupils should face the teacher.

6. The platform, if any is used, should be only large enough for the teacher's desk and not over five inches high.

7. Doors leading to wardrobes and vestibules should have glass in the upper panels.

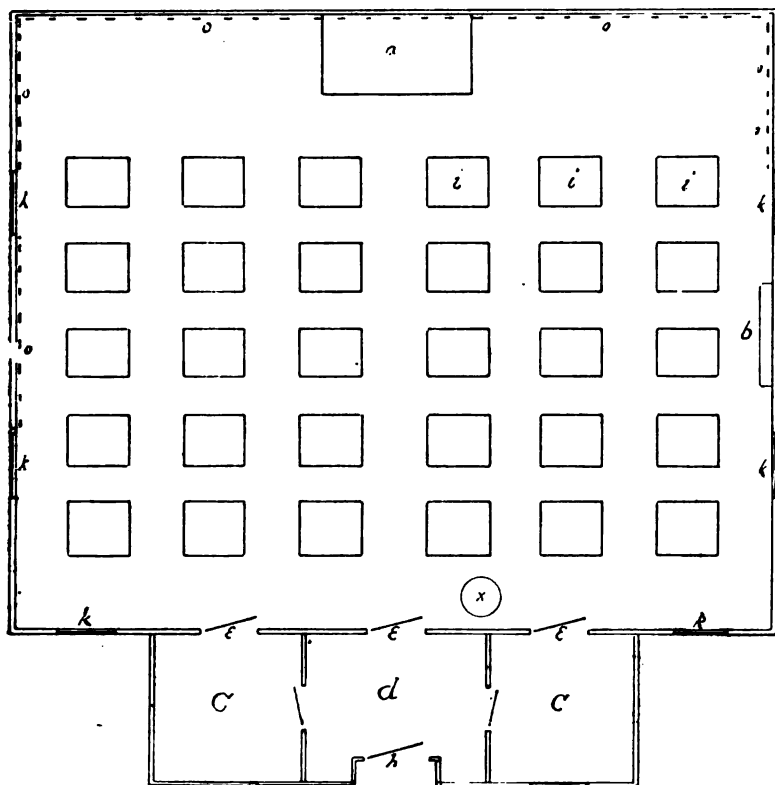
8. Windows should be not less than five feet wide and should reach within six feet of the ceiling. All windows should have good, movable curtains.

9. There should be a large book-case built in the room.

10. Room should be heated by a large school room heater that receives the air from outdoors and sends it into the room heated. The fresh air room and shaft should be beneath the

floor, should be large and convey the cold air to an opening under the stove, and should contain a damper.

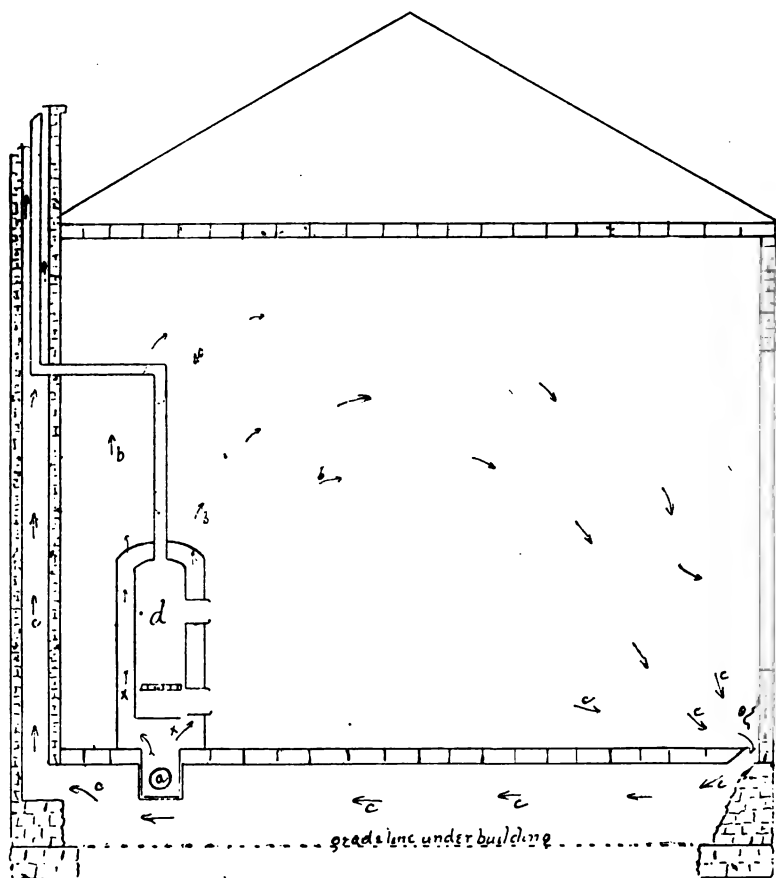
11. The chimney should be large and contain both smoke flue and ventilating exhaust shaft. The inside area of exhaust shaft should not be smaller than 250 square inches. The exhaust shaft should extend to the foundation and open beneath the floor. The smoke flue should consist of a round iron pipe set in the center of ventilating shaft and extending from where the stove pipe enters to the top of the chimney. This smoke flue should be made of one-fourth inch iron and be ten inches in diameter.



FLOOR PLAN OF ROOM.

a, Platform; *b*, Bookcase; *e*, Glass doors; *c*, Wardrobe; *d*, Vestibule; *i i i*, Pupils' desks; *o o*, Blackboards; *h*, Heavy doors; *x*, Stove; *k*, Windows.

12. The foundation should be of stone and should be built so as to perfectly exclude all air from the space beneath the floor. This entire space between the grade line and floor should be used to convey the foul warm air from the room to the base of the exhaust shaft, thus aiding in heating the floor of the room.



TRANSVERSE SECTION OF BUILDING THROUGH CHIMNEY AND STOVE.

a, Cold air duct opening under the stove; b, Warmed pure air entering through the heater; c, Foul warm air passing out of room through base boards and beneath the floor to foul air shaft in chimney; d, Heater; y, Smoke shaft; x, pure cold air entering heater; o, Register in base board to carry foul air under the floor.

13. Registers should be placed in the base board next to the floor, and beneath each window, to carry the foul air from room beneath the floor.

This plan perfectly ventilates a school room at all times with windows and doors closely fastened.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School

THE REVISED FIRST READER.

The idea in accordance with which the First Reader has been changed is that ideas precede words; that meaning or thought precedes language for its expression.

There are two ways of teaching primary reading in harmony with this idea, and these are the "word method" and "sentence method." This does not mean that the book cannot be used when primary reading is taught in any other way, but that it can be used to best advantage when the "word method" or "sentence method" or a combination of the two is followed. It should be one object of primary reading to lead the child to make such a close association of words and sentences with the thoughts for which they stand that as soon as he sees a printed word or sentence he will wonder what it means. The printed word "horse" stands for the object (or idea) *horse* directly, and not for the oral word, horse, and through that for the object. The printed word stands for the object, and this is its main use. The printed word also stands for the oral one, but this is a secondary matter. The spirit of true reading is always an inquiry into meaning, not an inquiry into sound. To help to establish the idea with the child that words and sentences stand for meaning primarily (and sound only secondarily), no analysis of words, no single letters even, are suggested until Lesson 7, and no diacritical marks are introduced at all in the first part of the book.

Another idea held in mind throughout both the First and Second Readers is that diacritical marks only indicate sounds, that they do not influence letters or make letters have certain sounds. In the word *mān*, *a* is not short because a breve is

used over it, but that it is a rule in our English language that a vowel in a monosyllable, or accented syllable, followed by a single consonant, is short. The real thing to learn is this principle, through a great number of words, rather than to associate this mark (˘) over *a* as standing for *ă* (short *a*.) So it is urged throughout the first and second books where the new words are placed at the head of the lesson that the child pronounce these words through their analogy of words already known whenever it is possible to do so. In order to emphasize this idea still further, the new words in the second part of the First Reader and all through the Second have been put into two parts—one consisting of words which the pupil can not yet pronounce by means of old words, and these are marked diacritically, and the other set, which the pupils can pronounce through their analogy, is old ones put in heavy-face type.

In the latter part of the First Reader and the first part of the Second Reader there is a brace following these heavy-face words, and after the brace a word or words that will help in the pronunciation. For instance, after the new word *seldom* there is a brace and the old words *sell* and *Tom*. “*Sell*” helps in the pronunciation of the first syllable, and “*Tom*” in the pronunciation of the second. It is thought that careful work along this line over half of the First Reader and over half of the Second will make the pupil able to suggest similar words for himself thereafter. As the pupils know the meaning of most of the words used in these readers, if they are given the key to their pronunciation they soon become quite independent of outside aid in determining the general meaning and pronunciation. They are able to devote most of their time to the working out of the main phases of the thought.

WORD ANALYSIS—REVISED FIRST READER.

To make a pupil become self-helpful, he must not only learn words and sentences as standing for meaning, but he must analyze old words in order to become master of new ones. In the analysis of words in the first reader, the first idea kept in mind has been to analyze a known word that is typical of a large group of words. The first words analyzed are *hat* and

Nat. These are typical of the class of hat, mat, Nat, sat, pat, rat, spat, cat, etc. They learn the at.

The second idea has been to select such words for analysis as would help in the pronunciation of a word or words in a closely succeeding lesson. In lesson 15, box is analyzed. The word fox is new in lesson 16 and work on box should help in recognizing it. Cup and run are analyzed in lesson 18. Lesson 19 is a review and lesson 20 an oral exercise but in lesson 21 up and fun are new. In the second part fond is analyzed in lesson 2; ponds is a new word in lesson 3; little and brown are analyzed in lesson 4; kettle in lesson 5 and down in lesson 6.

This is sufficient to show the idea that new words are to be pronounced, whenever possible, from some old one that is in some way similar and this word analysis is to bring up these similar words and see their parts and the sounds for which they stand at such a time as to be directly helpful. Nothing whatever is said about the alphabet, as that is to be gained incidentally. Whenever a word is analyzed, the letters are then taught. In this way a few letters only are learned at a time.

LESSONS I AND II, REVISED FIRST READER.

This lesson may be taught by first teaching the word hat as standing for the idea. A hat may be shown to the class and the word hat placed on the board and the class told that this printed or written word stands for that object; that this word is its name. Several hats may then be shown and at each time the printed or written word is placed upon the board and the pupils are told that it stands for that object or names it. After several associations are made, it helps to fix it for the teacher or pupil to point to different ones of the printed word hat and call on pupils to show or bring to the front the object the word names. After a few words have been named such an exercise becomes a helpful review.

When the pupils are familiar with the printed word hat, the article a may be placed before it and the class told what the expression then is.

In the following lesson with a hat before the class, the pupils may say, "I see a hat." This may be placed on the

board and the pupils are again told that this on the board means just what they meant when they said, "I see a hat." This should be repeated many times in order to insure the pupils' making a thorough association of the sentence and the thought. The pupils knowing a hat before readily infer that the unknown part is "I see."

Such a way of teaching the first lesson could hardly be done in one exercise, and is a combination of the word and sentence methods. The teacher who wishes to adhere to the word method will find it more advantageous to teach many of the words used in the first part of the book as isolated words, just as was suggested in the case of the word hat and only use the book as a place of reference where the children may find a perfectly printed word.

However, experience from the best primary teachers who believe in teaching primary reading, on the idea of proceeding from meaning to form, from thought to language is almost unanimous in the idea that the best success is gained by a combination of the two methods spoken of. It is found best to teach several words, (from ten to thirty, perhaps,) by the word method, as with the word hat, these words being selected from the first part of the first reader. While it is not best to teach an entire group as hat, Nat, cat, etc., before taking words belonging to other groups, but after they are taught arranging them in groups so the children will learn to think of them as in some way belonging together. After several of the nouns and adjectives are taught by the word method (as many as the teacher thinks best,) then it is best to employ sentences in which these old words occur and one or two new ones. In teaching by the sentence method, the child has the thought and tells the teacher what to put on the board, i. e., he knows the meaning and is intent upon the form and tries to make a strong association of the form on the board (or in chart or book) as standing for his thought. If he already knows one, two or three of the words, it is an easy matter to decide what the new one is and at the same time to review all the old ones. Some primary teachers teach but one word in a single exercise when using the word method and rarely more than one when using sentences. Others when using the

sentence method teach more, but too often it results in the pupil's not knowing anything definitely.

In the case of lesson 2, many teachers prefer to teach all the new words by the word methods and then make the combinations. Others will have a bird, nest and eggs before the class and lead the pupils to say, "I see a bird;" "The bird has a nest;" etc. At each time the sentence is put on the board until they have made the story. After the whole is read from the board, books are taken and it is read from the book.

Another and probably the best way of teaching lesson 2 is the following: Have a bird before the class (a picture will answer if the object cannot be used) and lead the children to say "I see a bird." This should be repeated very often. They have previously learned "I see" and are now ready to say that the latter part is a bird. This word is then put in a certain place on the board and left there. In a following lesson, with a nest before the class, the same kind of work is done on "I see a nest" and the word nest is printed on the board, probably under bird, hat and I see, and also at the top of what is to be a new column of words as nest, best, rest, etc. In following lessons similar work is done with eggs and has and the lesson in the book is then read. This makes six exercises on the single lesson 2.

There are so many ways in detail of teaching any of these primary lessons that it seems almost out of place to suggest any. However, it may be well to say that any first reader that provides for all the exercises, reviews and drills that are necessary would be too large to be practicable, and constant work upon the board and chart, etc., as well as from the reader itself, is necessary.

IF you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

WHEN you send "back" pay for THE JOURNAL, please name the agent with whom you subscribed.

THE Indiana Journal for Indiana teachers.

LEND A HAND.

[This department is conducted by Mrs. E. E. Olcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

THE COUNTY INSTITUTE.

DEAR READER:—What do you consider an ideal county institute? If you could plan one just to your mind, what would be its prominent features?

There is an adage about the use of perfumery that is something like this: "The best odor is *no* odor." Perhaps some of you may think the ideal institute is no institute at all. "Chase the idle thought away;" say to it, "Get thee behind me, Satan," for it is unworthy of a place in the heart of a progressive, professional teacher. Even those who make a few years' teaching "a stepping-stone" to more remunerative or congenial employment should not entertain the thought, for if they will look conscience honestly in the face, they will feel that they really desire to fill those few years with good work. The ideal institute is really an aid to good work. So sketch an outline of your ideal. Under the head of "General Conditions" you would place pleasant weather, for that is a large factor in a satisfactory institute. Under the head of "The County Superintendent's Part," you would probably mention: selecting good instructors, a comfortable audience-room, short hours, frequent recesses, etc. Under "Instructors' Part" you would jot down: brief, pointed, instructive, interesting exercises on live topics; attention to general culture, to the problems of daily school work, nothing prosy, nothing trite, etc. Under the head of "The Teachers' Part" you would write—what? What do you consider the teachers' part in the ideal institute? Do you know any teachers whose part seems to be to listen listlessly, to come in tardy occasionally, and occasionally to leave after recess? Any who come only two or three days, or, if they have their licenses, are absent all the week? Any whose manner, whether they attend one day or five, gives the impression that the whole thing is a bore? If you know any such, have you ever estimated how much they abstract

from the ideal standard? Do you ever note the effect upon the county superintendent of the assurance that his teachers appreciated his efforts, and were ready to lend a hand whenever needed? Can you recall an exercise in which the instructor felt he had the full sympathy of his hearers, and contrast it with one in which he knew that, as in wit, brevity would be the soul of his remarks? If you have you will jot down certain things as the teachers' part of the week's program. There is a verse good enough to bear repetition which says:

"For all the evils under the sun
There is a remedy or there's none.
If there is one, try to find it;
If there is none, never mind it."

There being no remedy for the unfavorable weather often coming in August and September, just "never mind it," except to remember that it is better to "grin and bear it" than growl and bear it, since it must be borne. One of the children's gems of thought—slightly altered for the occasion—contains good advice:

"Take a lot of good nature, a sprinkle of fun
And earnestness, stirred up together;
And once in awhile a bow and a smile;
'Twill cool off the sultriest weather."

As for the remedy for any other "evils" attendant on institute week "try to find it." It should be a pleasant and profitable week, a social and professional reunion where it is desirable to "talk shop" for a purpose; a place to compare notes and see how one stands in the professional arena.

Perhaps those interested in the question, "How far are teachers responsible for a good institute?" may find helpful suggestions in the reply of a wideawake teacher to a passing acquaintance from another part of the state. Said the acquaintance: "What sort of an institute do you expect this year? We are to have new instructors, so we do not know what ours will be. Last year it was excellent, but the year before it was a drag." "Ours never drag," was the prompt reply. "If they threaten to be 'slow' we spur them up. Our county-seat is a quaint, rambling old town nestled among the hills. It is really an outing to spend a week there. We expect a good time, and are not disappointed. A committee is

appointed to arrange for a generous supply of music. Each teacher in the county is supposed to be a committe of one to make things go. Each is in honor bound to respond when called on. Besides music there is each day one or more recitations or readings contributed. Usually on Friday a paper called 'The Teachers' Share' is read. It takes its name from the fact that it is made up of contributions from the members of the institute. Every one notified by the editor or one of his staff must contribute something. It may be original or not, a quotation, a conundrum or even a pun, if it is apt, is not ruled out. From the subject-matter thus obtained is culled the contents of the paper. One feature is conferring degrees. The editor states that, as colleges are, this institute is empowered to confer degrees. Like colleges it confers both B. A. and B. S. Unlike colleges the degree of B. A. means the degree of Bad Attendance, that of B. S. the degree of Back Seat—some say Black Sheep. Then follows lists of names. Any one who attends only part of the time, unless he has given a very satisfactory reason to the county superintendent, receives the degree of B. A. Any one who voluntarily chooses to sit at the back of the room, or being tardy was compelled to sit there, hears his name in the B. S. list. It is largely due to the B. S. degree that if the room is not full it is the back seats that are vacant. An unwritten rule of the institute is 'No strangers are allowed to remain!' Because any stranger coming to the institute is immediately made acquainted with the 'home' teachers, and hence does not *remain* a stranger. All of us take some part, and do not feel dependent upon the instructors. I never miss our institute when it is possible to attend." Isn't that in the line of the ideal institute? Suppose when your institute closes this year, you ask yourself "What did I do to make it a success?"

THE FIRST LESSON.

"I don't know my A B C's nor nothin', an' I don't want to go to school," wailed little Joe. "I'm sure you will learn something this very day," said his mother, soothingly, "and when you come home I'll give you a little pie with sugar on it." When the beginners' class was called not even sugared

pie could sweeten the knowledge that he was on the brink of learning to read! Before the moisture in his eyes resolved itself into tears, Miss Mason said cheerily, "I am going to tell this class a story, a story about an Indian. His name was Crow-feather. Some white men had come to live near his home. He was a good, kind Indian and helped the white men. One day he was helping Mr. Kane build a house. Mr. Kane had left his auger at home. Crow-feather could not say auger plainly, so Mr. Kane took a nice, white chip, and wrote on it, 'Send my auger.' 'Take this chip to my wife, Crow-feather,' he said. 'Take a chip to white squaw, she say Crow-feather fool,' replied the Indian. 'No, she won't. This chip will tell her to send me my auger.' 'Chip no talk,' said Crow-feather. 'I have made this one talk. Take it to Mrs. Kane and see if it doesn't.' When Crow-feather gave the chip to Mrs. Kane she looked at it and then gave him the auger to take to her husband. Taking the auger in one hand and the chip in the other, he hurried back, telling every one he met 'White men make chips talk!' White men make chips talk!' He made a hole in the chip, put a string through it and wore it around his neck because he thought it so wonderful that it could talk.

"Can we make slates talk and pieces of paper talk as that chip did? Suppose we make the black-board talk this morning. Jack may give a story for the black-board to tell." Handing him a hat she requested, "Tell me what this is, Jack." "A hat," he responded. "Make a longer story than that." "This is a hat," he corrected. "Very good. Now the black-board will say it." When she had written it, each pupil repeated what the black-board said: "Jessie may give a story now. Peep into this basket and tell us what you see." Peeping in Jessie gleefully exclaimed, "I see a little doll!" The black-board told that story also, and Jack's story and Jessie's story were each written several times and read or pointed out at Miss Mason's request. "Show me where the black-board says 'I see a little doll.' Where else does it say it? What does the black-board say here?" "This is a hat," said Jack who readily recognized his own story.

"Guess what I have in my hand," said Miss Mason, suddenly. "A marble," guessed Jack. "A piece of candy," ven-

tured Josie. "I don't know," said Joe. "It is made to put things in," suggested Miss Mason. "You have seen many of them. They are not alike, some are large and some are small, some are made of wood and some of pasteboard, but all are made to hold things. There is one by the stove that was made to hold coal. One on my desk is for chalk, another used to have spools in it." "Oh, I know, I know, boxes," cried Jack and Jessie, in the same breath. "Right," said Miss Mason, opening her hands, "what was this box made to hold?" "Pills," came promptly. "What color is it?" "Red." Giving it to Joe she said kindly, "Tell me what you have." "A box," he murmured. "Can you tell a longer story than that?" But Joe couldn't. "I can," volunteered Jack. "Well," said Miss Mason. "A little, weenty, red pill box," he said proudly. "That is rather too long; I will help Joe this time." Taking the box in her hand, she said slowly, "I have a red box." "Now you tell it," said she, replacing the box in his hand. He told it and then the black-board told it. After a brief exercise in recognizing the three stories, the class was dismissed with "Make pictures of little pills to go in Joe's box." Small circles and dots served to picture the pills. Joe ran home, light-hearted, after school.

"What did you learn?" his mother asked.

"Oh, I learned about Crow-feather and a chip, and the black-board talked and my story was a red pill box—where's my pie?" said Joe.

DESK-WORK.—A BIT OF TISSUE PAPER.

It was an oppressively warm September afternoon. "The Second Reader class looks wilted," thought the teacher, glancing at the listless little faces. "Only Ella and Pearl are busy, I wonder what they are doing. Oh, each has a piece of tissue paper and is tracing pictures in the reader. I thank you, girls, for the suggestion," she added, mentally. After school she bought five cents worth of thin white tissue paper and made it into little books for the class. She pasted simple pictures on pieces of card board of the right size to slip into the books. The next afternoon she said "For ten minutes the second reader class may trace pictures in these little books.

If they are quiet and draw carefully, they may draw every day until the books are full. Then each may take his book of drawings home." A refreshing shower seemed to have fallen upon the class, nobody looked wilted!

Are any readers asking, "What is the educational value of such desk-work?" Is it heresy to say that anything that changes listlessness into interest has educational value? The habit of being interested is valuable. But if that is not sufficient then such tracing, carefully done, requires attention, accuracy and neatness. Work that calls these into exercise will pass muster in any school.

THE SCHOOL ROOM.

Conducted by **GEORGE F. BASS.**

TEACHERS' INSTITUTES.

August is the institute month in Indiana. This year fifty-nine of the ninety-two counties hold their institutes in this month. Nearly every teacher in the state will attend at least one institute. What may a teacher get from the institute that will help to make the school-room work better, is a pertinent question. Those who know the most about teaching will get the greatest good from the institute, if it is a good one. "To him that hath it shall be given." We sometimes hear it said that the institute is a great help to those who have not taught and who have had no normal training for teaching. How can such persons get much help in the philosophy of teaching in five hot days? Such persons, as a rule, should not be employed to teach. No, the institute can do very little for them. Those who have had experience or those who have had normal training receive the most help from a good institute.

But what is a good institute? It is an institute in which the instructors do two things, viz.: fill the teachers with an inspiration that tends to move them to attain the highest ideals of life within their capacity; present enough of the professional work to enable and encourage teachers to present every lesson in a professional way, rather than in a traditional way. Teachers, even normal school teachers, are so apt to fall into the habit of teaching a subject in a way that it is

fashionable to teach it, or in the way it was presented at the normal which they attended, etc.

It is not the purpose of the writer to tell how these can be given in the institute, even if he could tell. We prefer to leave this to the able instructors. We wish only to call the attention of the teachers to the importance of getting some suggestions in these two lines.

Lectures on the best general literature and on the history of education and the universal aim of education should set forth the highest ideals and inspire all to attain them. The discussion of the common school subjects professionally will help the teacher to help himself in his every-day school-room work. Not that he will come away from the institute with a number of recipes. The *how* to do without the reason *why* is worthless to the teacher. The institute work that gives such results is neither inspiring nor professional. There is much said nowadays about professional study and professional training. But there is a great deal of teaching done that would lead one to think that all this talk had no relation to school-room work. There are teachers who have not a clear notion as to what professional study is. It will pay all such to read very carefully the book on teaching adopted for the Teachers' Reading Circle this year. By attending the institute and following the instructors carefully, and following this by a careful study of this book and a thoughtful study of your own school, much can be gained that will be for the good of the schools of the state.

PREPARE FOR PRACTICAL LIFE.

It has become quite common to hear the remark that the school should prepare the pupil for "practical life." The term "practical" is such a striking one that everybody accepts it and thinks he believes in what it means. There are many who think the schools are not practical, but they say they are growing more practical. As evidence of the last statement they cite manual training. The listener to this remark usually says, "Yes, manual training is very valuable." Now, if schools *are* to prepare for "practical" life (and we believe that they are for this purpose), it becomes necessary for the room-

teacher to have a clear notion as to what "practical life" is. He needs to recall that life outside of school is now lived in at least four institutions, viz.: the family, the church, the state and general society, which includes the great world of business. Some seem to think that the chief end of man is to succeed in business, and so it is, if business is properly related to other institutions. Now, since "practical life" must be in these great institutions, whatever the teacher does in his every-day school-room work that tends to raise the pupils' ideal of family life—make him have a greater respect for father and mother, make him more considerate for brother and sister—is practical. Again, that which will tend to lead the child to the consciousness that he is more than body, that he has a spiritual nature that endureth forever, is eminently practical. Whatever teaching tends to fix in the mind of the child that it is his duty to obey the laws of the country in which he lives, and that it is his right and duty to help to make better laws in the proper way, is practical teaching. Any teaching that helps to prepare the pupil for life in general society—the so-called business of the world—must be "practical" teaching. These different institutions may be mentioned separately, but they can not exist unrelated. They are so closely related that weakness in the principles of one hinders one from living the best life in the others.

We are certain that, so far, we agree on the "practical" in teaching. When it comes to what we do in the school-room to produce the foregoing effects, there will probably be some difference of opinion. How shall we teach the common-school subjects in order to prepare the pupils for life? is the question that confronts every teacher when he is working in the school-room. Every teacher has heard the highest aim of education discussed, and has been told that it should always be kept in view; but then the "practical" demand must be met. "A pupil who has finished the common-school course ought to be able to read the daily paper to his father," says one. He means to read orally so that the listener may get the meaning. Every school teacher will agree to this, and add that he ought to be able to read the best literature in the same manner. Very well; then this is one of the "practical" things we will teach. Ready word-calling becomes necessary, also good ar-

ticulation and enunciation. So we shall teach these. But these words express ideas that arouse thought and feeling that lead to noble action. Shall we not also teach this? Will this not tend to make him a man, rather than a phonograph that gives out what has been given it?

Every teacher in his daily school-room work should be dominated by the thought expressed by Rousseau: "In the natural order of things, all men being equal, the *common* vocation of all is the state of manhood; and whoever is well-trained for that can not fulfil badly any vocation which depends upon it. Whether my pupil be destined for the army, the church or the bar matters little to me. Before he can think of adopting the vocation of his parents, nature calls on him to be a man. How to live is the business I wish to teach him. On leaving my hands he will not, I admit, be a magistrate, a soldier or a priest; first of all, he will be a man." Being a man, he may become one or all of the others.

USE HIS OWN HEAD.

"If your head always directs your pupil's hands, his own head will become useless to him."—*Rousseau*.

True, and what is still worse, the pupil is worthless without your head. This hints at a bad result of the "development" plan of teaching. Some teachers never give a pupil a chance to use his own head. They think they must forever lead by numerous questions. They must "supply the proper conditions" for the mental steps the child must take in mastering a given point of knowledge. They forget that the pupil should learn to grasp the conditions himself. This might be illustrated by the following: William set out to walk 68 miles. He walked 22 miles on the first day, 24 on the second and the remainder on the third. What per cent. did he walk on the third day?

Teacher to the Class—What do we wish to find out? Pupil.—We wish to know what per cent. the distance walked the third day is of the whole distance walked. Teacher.—What must we know in order to enable us to find this? Pupil.—We must know the distance walked on the third day and the whole distance walked. Teacher.—Can we learn either of these by

reading the problem? Pupil.—Yes, sir; we find by reading that the whole distance traveled was 68 miles. Teacher.—How can we find the other distance? Pupil does not see and teacher asks the following: If you knew how far he had traveled in the first and second days together, could you then find how far he must have traveled on the third day? Can you find how far he traveled in these two days? How would you then find how far he traveled on the third day? Pupil.—By subtracting this from 68 miles. Teacher.—What would you do next? Pupil.—Find what per cent. the remainder is of 68 miles.

This is good work and will help to teach the pupil to use his own head. But we have known teachers who went over each problem in the lesson this way, before allowing the pupil to try to use his own head unaided. This defeats the purpose in mind. The pupil cannot solve a problem without some one leading him by questions. We hope we are understood. We do not object to the questioning, but we do object to *always* preceding the pupil's study by such questions.

RANDOM REMARKS.

Teacher (on looking at a little girl's slate which was not very neat and the writing poor)—“Well, I don't want to come see you when you are grown. You won't keep a clean house.”

Same Teacher (on looking at another's, which was very neat)—“Well, when you are grown, I shall want to take tea with you. You will have your house clean.”

The little girls sat near each other; both heard what was said. Ten years later the one who was told that she would keep a dirty house said she never could make herself like that teacher, and gave the above as the reason. “I never was untidy in my dress or my house-keeping. I always was a poor writer. I have tried to write beautifully, but have not yet succeeded.”

Our random remarks often do more harm than good.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantage to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-1f

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

ROUSSEAU'S EMILE.

Few books live to be 132 years old; and when they do one is apt to inquire into the source of their vitality. Longevity indicates not merely valid thought on the subject considered, but in addition some merit of execution in the presentation of that thought. No writing but a literary product can have immortality. The content of a book, valued wholly for its content, will soon lose its identity through subsequent investigations. Text books serve their day and no more. Thought may be transferred, leaving its form behind; but a literary product must preserve its individuality. It cannot be broken into without losing the soul which animates it. Histories of Julius Caesar have been written and have passed away because the patient, plodding workman gave nothing but bare truth, which is indifferent to its setting; and which subsequent historians, in the light of later investigations, reorganized into their own system, which in turn must be the decaying seed for future harvest. But when Shakspeare writes "Julius Ceasar," henceforth hands must be off. It cannot be broken into without the loss of all that which Shakspeare put into it. It is not a question as to which writer serves the world best; but simply whether the writer lose his identity in contributing to the universal progress of thought, or whether his individuality shall be preserved in forms of his own workmanship. And yet it comes to mean more than this, for a work which has such merit of execution as to give it perpetuity would have some leverage on the world which the other did not exert.

First, then, let it be noted that Rosseau's Emile lives by merit of workmanship; it is a literary book. Rosseau does not frame his thoughts together by the categories of the judgment, but brings them, glowing with emotion, in concrete forms to the imagination. Instead of abstractions he presents the living Emile, who becomes to the reader the hero of a novel. Instead of giving psychologic laws and stages of development, after the wearisome ways of text-books and class drill, he presents life in panorama. Every-

where there is dramatic situation to convey and impress a doctrine which has no power to lodge itself in the bare form of thought. For instance, Rosseau, in discussing the best method of teaching children to read, urges the thought that, "present interest is the grand motive power, the only one which lead with certainty to great results." But note how he works this thought into the mind through the imagination and emotions. "Emile sometimes receives from his parents, relatives, or friends, notes of invitation for a dinner, a walk, a boat-ride or to see some public entertainment. These notes are short, clear, concise and well written. Some one must be found to read them to him, and this person is either not always to be found at the right moment, or he is as little disposed to accommodate the child as the child was to please him the evening before. In this way the moment passes and the occasion is lost. Finally, the note is read to him, but it is too late. Ah! if he could but read for himself! Other notes are received. How short they are! How interesting the matter is! The child would make an attempt to decipher them, and at one time finds some help and at another meets with refusal. Finally, after a great effort, the half of one note is deciphered, and it speaks of going out to cream tomorrow; but where or with whom no one knows. What an effort is now made to read the rest of the note!"

Thus Rosseau's book is literary because it presents truth to the reader as if it were living before him in concrete forms. Happy is the writer who, having good thought to express, may, by the deft use of picture and sentiment, by fiction and fable, command the attention of his own age and wing his message for a long flight down the centuries.

"—— truth in closest words shall fail,
When truth embodied in a tale
Shall enter in at lowly doors."

Permanency in a literary production must not, however, be attributed to mere style; expression implies that there is something expressed; and great merit in workmanship implies great merit in the idea set forth. But especially must the idea be one of permanent and universal value. No excellence in the form of expression can give permanence to local and temporary interests. The idea bodied forth in Shelly's

Ode to a Sky Lark does not need locating in time and place to give it meaning. "Its place is apart where time has no sway in the realm of pure art." Rousseau deals with a problem of universal and perennial interest. The heart of his book is sympathy for the child; and this is not limited to country or century. His revolutionary attitude toward civilization came through his sympathy for man oppressed by that civilization; and his revolutionary attitude toward school teaching arose out of sympathy for the child oppressed by conventional methods employed at that time. The reading of *Emile* will help the teacher to hold to the child under complex and conventional forms of school work. Now as of old the teacher needs to subordinate all school machinery as a means to the end. In modern times the great question is whether the child can survive the machine. Rousseau draws the reader into loving sympathy with the child, into its real life and growth; and for the time he forgets grades, and classes, and promotions, outlines, methods and examinations. The first qualification of every good teacher is unbounded sympathy for the unfolding life of his pupil. So it was with Rousseau's illustrious successors, Pestalozzi and Froebel. There are now better theories and way of doing things than these men knew, but so long as the prime requisite of the teacher is the ability to draw near to the child's experiences in the natural process of growth so long will these writers belong to the ever present and have a virtue for every reader. The reader will, perhaps, not agree with Rousseau in his main proposition—a proposition including much more than his theory of education—that man, naturally good, has been depraved by society, and the only means of reform is to abolish institutions and return to a state of nature. But the reader can easily find in his application of this idea "a soul of truth in things erroneous." To abolish institutions and return to a state of savagery for the purpose of educating man would be folly—would be unnatural. Even Rousseau, in the education of *Emile*, wisely forgets his own proposition. But his radical statement serves to challenge attention while the important truth, that an institution must not crush out the individual, crystallizes in the thought of men. Because the engine kills a cow now and then, or even a man, we could not consent to

return to a state of nature in the matter of locomotion; it would be unnatural to do so. And because the highly articulate school system has power to crush the pupil when managed by a teacher who enjoys most the running of the machine, we would not abolish the system. The savage would gain much by the crushing process. But in so far as the institution has no right to survive at the expense of the individual, Rousseau had cause for complaint; and he can not arraign too severely that system of education which makes the child a means to the system. And whatever mistakes he makes in way of contradictory argument and paradoxical style, he is always clear, consistent and firm in holding the teacher in direct and living touch with the child.

In harmony with the same thought of valuing the individual above institutions, Rousseau states eloquently the true aim of education as found in the worth of soul, and not in the ends of industrial life. It matters little what particular trade Emile is to follow, his chief occupation will be that of manhood. This doctrine, announced at the outset of the book, is, however, contradicted toward the close, as it is there urged that Emile must learn nothing but what is useful. But still his general tone and position exalts the individual above the trade by which he lives. Such a protest against utilitarian bondage is always timely, and never more needed than at present. Generally public school education assumes that the individual exists for the sake of the industries, and attempts to reduce him to an instrument in the hands of civilization. He is to live for his trade and be educated to its level, rather than by and through it to a life above trades, which is the supreme end of his education. Now as then Rousseau's protest against social and civil institutions encroaching on the rights of the individual is timely and pertinent. Whether the school shall make of the child a man or woman, or a shop-keeping man and a type-writing woman, is not yet an obsolete question; and, so far, we have exalted the shop-keeping and the type-writing.

Another principle of teaching constantly urged by Rousseau, and one which can never be superseded, is reliance on the pupil's desire to learn. Away with external props and vicious and unnatural incentives. "Give the child this desire,

and you may lay aside your cabinets and your dice. Every method will be a good one." The preceding illustration of Rousseau's style illustrates also this principle: So adjust the child to his subject-matter that he will desire to learn it, and the grand stroke has been achieved. Make it necessary for the child to know how to read, so that the motive to his activity will be supplied from within, and then all talk about word method or the Pollard method is cheap. Just now we are hearing a good deal about the pupil learning to read incidentally; i. e., as he needs to interpret and express thought—working under the thought pressure. This is the last, newest and best thing out; yet it was distinctly enforced by Rousseau. Wherever he speaks on the question of method in teaching he stands for directness, simplicity and common sense. In fact this, according to W. H. Payne, the translator of *Emile*, is what Rousseau means by natural. There must be no playing with methods and round-about processes; but the bringing of the pupil's mind into immediate and direct touch with the object he is to learn. Often the teacher in the recitation seems to say: "See, I have a way of doing this, and it is a nice way, too." If Rousseau had written in modern French he would have said, "Let there be no 'monkeying' with your methods."

Against rote learning Rousseau makes the same protest which has continually to be made at the present time. His theory of school management can never grow old. He preaches forcibly the doctrine of consequences in punishing the wrong-doer. Without worry or anger fix it so that the pupil wrestles with his own deed, and corrects himself by his own insight into laws of behavior and his own silent determination to govern himself accordingly.

It would be difficult to find another book which utters so much that the reader can not assent to, or one containing so many palpable contradictions. Like Thoreau he rails against civilization, but keeps near the edge of it so that he may borrow his tools and visit back and forth. He needs a thermometer in *Emile's* education, and teaches her cabinet-making. Yet the book contains valuable truth not to be rejected because of inconsistencies; not so much, however, of definite knowledge as the infusion of an earnest, healthful, pedagogic spirit, and chiefly a recall from conventional and artificial ways to the child for whom all things exist.

THE NEW AND THE OLD.

Generally, if not always, the new in education is a return to the old. Of course, it is more than this, for—

“Through the ages one increasing purpose runs,
And the thoughts of men are widened with the process of the suns.”

The “Pueblo plan,” recently described in the Educational Review, is both new and old; it is new in being a protest and a reaction against the abuses of the graded system, it is old in that the plan is one of individual instruction. Some thirty years ago the ‘Possum Kingdom school was taught on the Pueblo plan—pupils without classification receiving individual aid. I speak of no fictitious school, but one named in those days innocent of methods and terminologies, not after its characteristic mode of instruction, but after the characteristic animal of the dense forest in which the school was located. The teacher of that school is still living, an intelligent and wealthy farmer, and should his eye chance upon the Pueblo plan, he would perhaps exclaim, “What have you teachers been about all these years! Haven’t you known all the time that you must teach the pupil—the individual pupil? Sorry indeed that I did not write up the ‘Possum Kingdom plan thirty years ago and hasten the arrival of the great doctrine of individual instruction.”

From the individual plan through gradation and classification back to the individual plan—from ‘Possum Kingdom to Pueblo—what does it mean? Certainly it means a check on the abuses of the graded system; and it ought to mean much more, namely, that class instruction, with all of its merits, is harmonized with the needs of each individual in the class. It should mean class instruction and individual instruction at the same time. The Pueblo plan seems to be too literally a return to the ‘Possum Kingdom plan without bringing any contribution from years of experience with the graded system. Pupils may be taught in classes without interfering with the rights of the individual; and this really furthers the interests of the individual more than can be done by the individual plan of instruction. So that while we protest against the abuses of arbitrary gradation and classification, we must be careful to add what is good in it to the old plan of individual instruction. The new must return to the old with increase or dwell in ‘Possum Kingdom forever.

FRIDAY AFTERNOON.**RHYME FOR MOVEMENT EXERCISES.**

This is east and this is west,
Soon I'll learn to say the rest;
This is high and this is low,
Only see how much I know.
This is narrow, this is wide,
Something else I know beside.

Down is where my feet you see,
Up is where my head should be;
Here's my nose and here's my eyes,
Don't you think I'm getting wise?
Now my eyes wide open keep,
Shut them when I go to sleep.

Here's my mouth and here's my chin,
Soon to read I shall begin;
Ears I have, as you can see,
Of much use they are to me!
This my right hand is you see,
This my left, as all agree;
Over head I raise them high,
Clap! clap! clap! I let them fly.

If a lady in the street,
Or my teacher I should meet,
From my head my cap I take,
And a bow like this I make.
Now I fold my arms up so,
To my seat I softly go:

—Selected.

THE SUNBEAMS.

"Now, what shall I send to the earth to-day?"
Said the great, round, golden sun.
"Oh, let us go down there to work and play,"
Said the sunbeams, every one.

So down to the earth, in a shining crowd,
Went the merry, busy crew;
They painted with splendor each shining cloud
And the sky while passing through.

"Shine on, little stars, if you like," they cried,
"We will weave a golden screen
That soon all your twinkling and light shall hide,
Though the moon may peep between."

The sunbeams then in through the windows crept
To the children in their beds;
They poked at the eyelids of those who slept,
Gilded all the little heads.

"Wake up, little children," they cried in glee,
"And from dreamland come away!
We've brought you a present: wake up and see;
We have brought you a sunny day!" —*The Kindergarten.*

CLASS RECITATION.

HOW THE LEAVES CAME DOWN.

"I'll tell you how the leaves came down,"
The great Tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red:
It is quite time you went to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer stay;
Dear Father Tree, behold our grief;
'Tis such a very pleasant day,
We do not want to go away."

So just for one more merry day
To the great Tree the leaflets clung,
Frolicked and danced, and had their way,
Upon the autumn breezes swung,
Whispering all their sports among.

"Perhaps the great Tree will forget,
And let us stay until the spring,
If we all beg and coax and fret."
But the great tree did no such thing;
He smiled to hear their whispering.

"Come children, all to bed," he cried,
And ere the leaves could urge their prayer,
He shook his head and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bed-clothes heaped upon her arm,
Should come to wrap them safe and warm.

The great, bare Tree looked down and smiled,
"Good-night, dear little leaves," he said,
And from below each sleepy child
Replied "Good-night," and murmured,
It is so nice to go to bed."

—*Susan Coolidge.*

THE LITTLE CLOUD.

A pretty little cloud away up in the sky,
Said it didn't care if the world was dry;
It was having such a nice time sailing all around,
It wouldn't, no it wouldn't, tumble to the ground.

So the pretty little lilies hung their aching heads,
And the golden pansies cuddled in their beds.
The cherries wouldn't grow a bit; you would have pitied them;
They'd hardly strength to hold on to the little slender stem.

But by and by the little cloud felt a dreadful shock
Just as does a boat when it hits upon a rock;
Something ran all through it, burning like a flame,
And the little cloud began to cry as down to earth it came.

Stern old Grandpa Thunder as he growled away,
Said, "I thought I'd make you mind before another day;
Little clouds were meant to fall when the earth is dry,
And not go sailing all around away up in the sky."

And busy Grandma Lightning flitting to and fro,
Said, "What were you made for, I should like to know,
That you spend your precious time sailing all around,
When you know you ought to be buried in the ground."

So the lilies and the pansies all began to bloom,
And the cherries grew and grew and took up all the room,
And by and by the little cloud, with all its duty done,
Was caught up by the rainbow and allowed a little fun.

—*Canada School Journal.*

ONE, TWO, THREE.

It was an old, old, old, old lady,
And a boy who was half-past three;
And the way they played together
Was beautiful to see.

She couldn't go running and jumping,
And the boy, no more could he,
For he was a thin little fellow,
With a thin, little, twisted knee.

They sat in the yellow sunlight,
Out under the maple tree:
And the game that they played I'll tell you,
Just as it was told to me.

It was hide-and-go-seek they were playing,
Though you'd never have known it to be—
With an old, old, old, old lady,
And a boy with a twisted knee.

The boy would bend his face down
On his one little sound right knee,
And he'd guess where she was hiding,
In guesses One, Two, Three!

"You're in the china-closet!"
He would cry, and laugh with glee—
It wasn't the china-closet;
But he still had Two and Three.

"You are up in Papa's big bedroom,
In the chest with the queer old key!"
And she said, "You are warm and warmer;
But you are not quite right," said she.

"It can't be the little cupboard,
Where Mamma's things used to be—
So it must be the clothes-press, Gran'ma?"
And he found her, with his Three.

Then she covered her face with her fingers,
That were wrinkled and white and wee,
And she guessed where the boy was hiding,
With a One and a Two and a Three.

And they never had stirred from their places,
Right under the maple tree—
This old, old, old, old lady,
And the boy with the twisted knee—
This dear, dear, dear old lady,
And the boy who was half-past three.

—H. C. Bunner.

FALL FASHIONS.

"The Maple owned that she was tired of always wearing green,
She knew that she had grown of late too shabby to be seen!"
The Oak and Beech and Chestnut then deplored their shabbiness,
And all, except the Hemlock sad, were wild to change their dress.

"For fashion-plates we take the flowers," the rustling Maple said.
"And like the Tulip I'll be clothed in splendid gold and red!"
"The Cheerful Sunflower suits me best," the lithsome Beech replied;
"The Marigold my choice shall be," the Chestnut spoke with pride.

The sturdy old Oak took time to think—"I hate such glaring hues,
The Gilly flower, so dark and rich, I for my model choose."
So every tree in all the grove, except the Hemlock sad,
According to its wishes ere long in brilliant dress was clad.

And here they stand through all the soft and bright October days;
They wished to look like flowers—indeed they look like huge bouquets.

—Edith M. Thomas, in *Wide Awake*.

TOMMY'S SCHOOL.

"Geography's a nuisance, and arithmetic's a bore!"
Said Tommy, with a frown upon his face.
"I hate the sight of grammars, and my Latin makes me roar;
It's always sure to get me in disgrace.
"When I'm a man he added," as he threw his school-books down,
"I'll have a school that boys will think is fine!
They need not know an adjective or adverb from a noun,
Nor whether Cæsar bridged the Po or Rhine.
"I don't care if they do think that George the third was King of Spain,
When those old fogies lived so long ago.
Or if they all should answer that the Volga is in Maine,
What difference would it make, I'd like to know?
"But instead of *useless* things, I'll teach 'em how to coast and skate;
They shall all learn to row and sail a boat,
And how to fire a pistol, and to shoot a rifle straight,
And how to swim, and how to dive and float.
"We'll play at tennis and at cricket all the livelong day;
And then there's polo, and—oh, yes, foot-ball;
And base ball they shall every single one learn how to play;
For that's the most important thing of all.
"I tell you," finished Thomas, "I'll have one of just that kind;
Then all the boys, you see, will want to go.
They will not run away and say my school's an 'awful grind,'
Or call the lessons dull and hard, I know."

EDITORIAL.

A SMALL, SWEET WAY.

"There's never a rose in the world
But makes some green spray sweeter;
There's never a wind in all the sky
But makes some bird wing fleet;
There's never a star but brings to heaven
Some silent radiance tender;
And never a rosy cloud but helps
To crown the sunset splendor;
No robin but may thrill some heart
His dawnlike gladness voicing.
God gives us all some small, sweet way
To set the world rejoicing."

IN China a man who killed his father was executed, and along with him his schoolmaster for not having taught him better.

WE earnestly commend the following pathetic lines to the prayerful consideration of those who have forgotten to pay for THE SCHOOL JOURNAL:

Lives of poor men oft remind us
Honest men don't stand a chance;
The more we work there grows behind us
Bigger patches on our pants.

On our pants, once new and glossy,
Now are stripes of different hue;
All because subscribers linger
And won't pay us what is due.

Let us then be up and doing;
Bring your mite, however small,
Or when the winds of winter strike us
We shall have no pants at all.—Ex.

THE DISTRIBUTION OF SCHOOL BOOKS.

The State Association of County Superintendents at its last meeting resolved "That it is the sense of this Association that the school book law of this state should be amended so as to require the school book companies to place the text-books used in the schools of this state in the hands of local dealers, and that county superintendents and trustees be relieved from all responsibility concerning the same without imposing any extra duties upon the school book companies." The legislature that enacted the present school book law of this state, in order to secure cheap books for the people devised a plan by which the books were to be distributed for nothing, or nearly nothing. This plan left out the local bookseller entirely and provided that books be shipped directly to the trustees and that he provide for their distribution. The method was an experiment and has proved unsatisfactory. The trustees are not usually prepared to keep and handle the books and are generally not located so as to be easily accessible to the people. The trustee cannot afford to give his time and the people cannot afford the time to make special trips for books. Neither can teachers afford to turn booksellers on the first day of school when a thousand other things are claiming their attention. The last legislature tried to relieve this defect in the law by a supplemental act providing that the trustee shall pay five per cent, out of the special school fund, in order to secure the handling of the books by the trade, when the contractor shall agree to pay five per cent. for the same purpose.

The contracts under law, of course, cannot be changed except by mutual agreement, but we are informed that the Indiana Book Co., which supplies most of the books has agreed to the proposition and is willing to pay its part of the cost, so that the people may get their books through the regular trade channels. The trustees ought to jump at this chance and make the arrangement at once. The cost to each

township is not much, but little if any more than is now paid, and the gain in convenience to the children and people is unquestioned. Until the law can be changed and new contracts made, providing for the distribution of books through the regular book dealers, under proper restrictions, let all trustees cheerfully and gladly enter into this arrangement. It will in the end save time, trouble and expense to the people. The people are always willing to pay a fair price for what they get, and if this plan should cost a trifle more, (which we doubt) the people will not object, providing they are satisfied their money has been honestly and economically expended.

AN EDUCATIONAL CREED.

In Supt. A. S. Draper's report for 1893, of the schools of Cleveland, the following clear statement of his beliefs on the subject of education is found:

"I believe that education, all-around and generally diffused, is the only safe-guard of the Republic; that to make sure of this end, the American school system has been developed, and that it is the most unique and beneficent educational instrumentality the world has ever known, that it is incomplete unless it begins with the kindergarten and ends with the university; that if any part of this system demands better care than any other, that part is at the bottom rather than at the top.

"I believe that no one is fit to teach in the schools who has not the soundness of character and the cultivation of mind to be worthy of admission to the best of American homes; that the teaching service is not competent unless it possesses scholarship broader than the grade or the branches in which it is engaged, and beyond this is specially trained and prepared, and, over and above this, is in touch and hearty sympathy with the highest purposes and aspirations of the American people; and that even then it ceases to be competent when it ceases to be studious and fails to know and take advantage of the world's best thought and latest experience in connection with the administration of the schools.

"I believe it is not the business of the schools to undertake to cram into the child's head all of the facts it will ever be desirable for him to know, but that it is their business to start the powers of his mind into activity so that he will be able to act on his own account and will have the desire to find out things for himself; that it is not the business of the schools to discriminate in favor of either sex or any class, or specialize in favor of any profession or employment, but to train for intellectual power, to the end that the child may become a self-supporting citizen, may feel the dignity of honest labor, either intellectual or manual, may be disposed to earn his own living, may choose a respectable vocation suited to his circumstances and within the reach of his gifts, and may pursue it contentedly until ambition and experience shall combine to point out a better one.

"I believe that severity and caprice and indirection and secrecy have no place in the management of the schools, but that openness and steadiness and firmness and regularity should prevail, to the end that the child shall become a good citizen as well as an intelligent one, may grow to honor the truth, to respect authority, to value property, to abide in agreeable relations with his fellows, to know the cost and give stalwart support to the distinguished institutions of the mighty self-governing republic of which he is a part.

"I believe in political parties and religious denominations but that the public school system has nothing to do with any of these and that all parties and sects, all associations and individuals are to be prevented, if need be, from putting any of the powers or functions of the public schools to any partisan, or sectarian or selfish end; that the ground upon which the school system stands is common to all, that, without reference to other divisions, all may meet upon it in absolute equality, and that it is the duty of all citizens to keep this ground sacred if they would fortify the republic against the dangers which may encompass all states based upon the principle of universal suffrage and general eligibility to public office."

TEACHERS' RIGHTS.

Teachers have some rights that trustees ought to respect. Each year, after the closing of the schools, reports come from every direction to the effect that teachers have been "dropped" without any previous notice. THE JOURNAL has said frequently that teachers who have done faithful, efficient work have thereby earned a *right* to re-election. But when the highest interest of the children demands a change, then it is only fair to the teacher to let him know the fact at the earliest practicable date. A teacher's reputation is his capital, and he should be allowed to resign in such a way that he may begin again in another place without prejudice. When an unsatisfactory teacher is allowed to remain to the end of a year without any intimation from the superintendent that his work is unsatisfactory, somebody is to blame. It is the duty of a superintendent to know what each of his teachers is doing, and if the work of any one is not satisfactory it is his duty as a superintendent and as a *friend* to speak frankly and kindly to that teacher and point out his faults and suggest remedies. If a teacher is really doing poor work, it is the duty of the superintendent to see him often and repeat suggestions and helps in regard to the defective work. This is due to the teacher and the children. A skillful superintendent will often in this way make a first-rate teacher out of a poor one. Such a course as here suggested will obviate the necessity of "dropping" many a teacher, and in those cases where the dropping becomes necessary the teacher cannot truthfully say that he had had no intimation that his work was unsatisfactory. It is a severe criticism on a superintendent when a teacher, after being relieved of work, can truthfully say, "I never had any intimation that my work

was not satisfactory until I saw in the papers that I was not re-elected." What is true of superintendents is true in most regards of college presidents. Trustees should be frank enough and large enough to deal honestly and charitably with the teachers they employ.

A CURE FOR TARDINESS.

I have a cure for tardiness which I have tried, and it has proved so great a success that I send it to you. At the beginning of the school year in September, 1893, I started out with thirty new pupils. During the first month I had two cases of tardiness; the second, one, and the third, one. Three of them were caused by the same boy, who could not get up in season to eat his breakfast and get to school by half-past eight. Every plan was tried to prevent it, except by punishing (which I did not want to do), without success, until I told them at the beginning of a new month, if we did not have any tardiness for one week, they should have a surprise Friday afternoon. During that week the troublesome boy came to school three mornings without his breakfast, but was not tardy. Before school time Friday afternoon, every child in the room, I think, asked several times if they were to have a surprise. I replied, "Yes," every time. At 1:45, every one being present, I thanked them for the improvement made, and then told them that we would invite all the children and teachers in the building to unite with us in singing patriotic songs the first half hour. The invitation was accepted. After all was over the troublesome boy asked if we were going to sing every Friday afternoon. I replied, "Yes, if we have no tardy marks." The children's faces were radiant. From the device we have had many good results. We have had no tardiness in my room for twenty weeks. It has inspired the children with a feeling of pride. After the singing the children are allowed to recite "memory gems," which they enjoy very much. It has taught the children how to behave when brought together. Try this plan before punishing for the evil.

HELEN VINE.

We copy the above from the New York School Journal, not because we expect that it may be a specific direction for any teacher, but because it is suggestive. Some teachers can have the singing and make it answer the desired purpose, others may succeed better with a "spelling match," a history game, or other forms of diversion from the regular work. The general idea is an excellent one.

ESPECIAL attention is called to what Mrs. Campbell has to say, in the Primary Department, of the revised First and Second Readers of the Indiana series. She proposes in future issues of THE JOURNAL to take lessons from these readers and tell how they should be taught. These will be suggestive as to how other lessons should be taught. The State Board of Education selected Mrs. Campbell as the most competent person in the state to revise these readers, and the work has been admirably done. Her suggestions on teaching primary reading are invaluable.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR JUNE.

PHYSIOLOGY.—(Give full discussion of (1) or (2).

1. Describe the organs of respiration and explain the action of the different parts.

2. Describe in brief the skeleton and explain the advantages of the various types of joints,

READING.—

"From lowest place when virtuous things proceed,
The place is signified by the doer's deed;
Where great additions swell, and virtue none,
It is a dropsied honour. Good alone
Is good without a name.

Honours thrive

When rather from our acts we them derive
Than our foregoers."

—Shakespeare, "All's Well That Ends Well."

1. How can the principle asserted in the first two lines be true? 10
2. What is meant by great additions? How do they swell? 5,5
3. What is the meaning of "and virtue none" in this connection? 10
4. What is meant by a dropsied honour? 10
5. Why is Good alone good without a name? 10
6. Tell Shakespeare's full meaning in this assertion. 10
7. How can we *derive* honours, from our acts, rather than from the estimation in which these acts are held? 10
8. What is meant by *our foregoers*? 10
9. What great political doctrine of the present day seems to be foreshadowed in the above extract?
10. Who and what was Shakespeare? In the reign of what two English monarchs did he live? 3, 3, 4

U. S. HISTORY.—1. Tell something of each of the following men: John Smith, Sir Walter Raleigh, Nathaniel Bacon, Miles Standish, Roger Williams.

2. In what colony was the first public school established? What was the first college in America? How was it founded? What can you say of its present condition?

3. To what foreigners were we most indebted for help in the Revolution? To what nation? To what three Americans do we owe most gratitude for the success of the Revolution?

4. Who introduced the "Spoil System"? Explain its meaning. What act limits that system?

5. What caused the Mexican War? What did the United States gain by that war?

6. Why was Atlanta, Ga., an especial loss to the Southern army? What generals were engaged on each side? What battle occurred in the South at the same time as that of Gettysburg? In what did the importance of each consist?

7. What important purchase of territory has the United States made since the Civil War? How much was paid for it? From whom purchased? For what is it valuable?

SCIENCE OF EDUCATION.—Discuss the subject of "Child Study" as related to the work, showing in what ways it is of most value to a teacher, how it may be made scientific, what special advantages each teacher has for such study in her own school, and what assistance psychology affords the teacher in such professional study of pupils, or discuss the topic, "Use and Abuse of Text-books in Teaching."

ENGLISH GRAMMAR.—1. Bear with me;

My heart is in the coffin with Cæsar,
And I must pause till it come back to me.
Analyze.

2. In the above sentence what kind of a noun is *heart*? Why this kind? What kind is *Cæsar*? Why?

3. Give an example of a verb that is usually intransitive, used in a transitive sense. Show why it is transitive in the sentence that you give.

4. Write the plurals of these nouns: Fly, staff, money, pailful, Mussulman.

5. To what kind of objects may the relatives, *who*, *which* and *that*, be respectively applied? Give sentences to show this.

6. Condense the phrase "by the hills of Maryland" to three words, conveying the same meaning, and state what grammatical change was made.

7. State the advantages and disadvantages of diagramming.

8. Give the use of each participle in the following:

(a) The fleet, shattered and disabled, returned to Spain.

(b) My health permitting, I shall spend the coming year in travel on the continent.

9. When is an adjective clause restrictive? When explanatory? Give an example of each, and state how each should be punctuated.

10. Give use of the italicized words, and show why you think they are used:

(a) These savages are called *cannibals*.

(b) John Howard Payne wrote the favorite song, "*Home, Sweet Home*."

(c) All God's angels come to us *disguised*.

JULIUS CÆSAR.—1. Describe the plan made by the conspirators for killing Cæsar.

2. After the killing of Cæsar, why does Mark Antony wish to pronounce a funeral oration over his dead body?

3. Who grants this request? Who opposes it? On what grounds?

4. What was the nature of Antony's oration?

5. What immediate effect is produced by Antony's oration?

6. What is the meaning of the last scene of act III, in which Roman citizens are about to tear to pieces a poet whose name is Cinna?

7. In the quarrel scene between Brutus and Cassius, Cassius says:

"In such a time as this it is not meet
That every nice offence should hear his comment."

What principle does Cassius here announce?

8. When Brutus hears of Portia's death, he says:

"With meditating that she must die once,
I have the patience to stand it now."

What principle of mind is here stated?

9. Where is the final stand taken by the army of Brutus and Cassius. and who determines this?

10. The ghost of Cæsar appears to Brutus in his tent on the night preceding the fatal battle. What do you think Shakespeare meant by this?

GEOGRAPHY.—1. Draw an outline map of the United States. Draw in roughly the three greatest river systems.

2. Give an outline showing the extent and scope of a geography lesson for an ordinary Third Reader grade.

3. What states should be crossed by one traveling in a direct line from Atlanta to Omaha?

4. Explain the formation of a delta. What effect has river erosion upon the surface of a country?

5. What are the two houses of the English Parliament? How constituted? How long is the term of office?

6. Bound Missouri. Brazil. Afghanistan.

7. Describe the mountain systems of Africa. Tell how they effect climate, commerce, etc.

8. Where are the Samoan Islands? By whom controlled? Of what special commercial importance?

9. Where and what is Sargossa Sea?

10. What commercial advantage, if any, would be derived from an open "Northwest Passage"?

ARITHMETIC.—1. To what extent should formulæ supersede analysis in percentage problems? What is the purpose of each?

2. What is the least number of acres that can be exactly divided into lots of 12 acres, 15 acres, or 16 acres each?

3. If 8 men can do a piece of work in $\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$ of $3\frac{1}{2}$ days, how many men could do it in one day?

4. Divide .0001 by 1.25. Give analysis of the division.

5. A raised 800 bushels of corn, which was 25% more than $\frac{1}{2}$ of what B raised. How much did B raise?

6. If I sell $\frac{1}{3}$ of a lot at the cost of $\frac{2}{3}$ of all of it, what per cent. do I gain? Analyze.

7. An agent received \$5,922 with which to purchase goods, after deducting his commission of 5%. What was the amount of his commission?

8. Find the interest on \$3,236.33 $\frac{2}{3}$ for 2 years 4 months at $7\frac{3}{10}\%$.

9. How many hektoliters of oats can be put in a bin 2 m. long, 1.3 m. wide and 1.5 m. deep?

10. Which is the better investment, 5% stock at $137\frac{1}{4}$ or $3\frac{1}{2}\%$ stock at $91\frac{1}{2}$? What rate of interest does each yield.

Lords (1888) consisted of 476 English hereditary peers (Dukes, Marquises, Earls, Viscounts, Barons); the two arch-bishops and twenty-four bishops, holding their seats by virtue of their offices; sixteen Scotch representative peers elected by the whole body of Scotch peers, of whom there are eighty-five, to sit for the term of Parliament; twenty-eight Irish peers elected by the peers of Ireland, of whom there are 177, to sit for life; and three judicial members known as Lords of Appeal in Ordinary Sitting, as life peers only, by virtue of their office. (Wilson.)

The House of Commons consists of 670 members, of whom 495 are English, 103 Irish and 72 Scotch. Any full citizen is eligible for election except priests and deacons of the Church of England, ministers of the Church of Scotland, Roman Catholic priests, sheriffs and other returning officers, and except also English and Scotch peers. Irish peers are eligible. (Wilson.)

7. The main highland region extends along the eastern coast from the outlet of the Red Sea to the Cape of Good Hope. This highland increases in general width from north to south and almost completely covers the southern portion of the grand division. Three long tongues of highland extend to the northwest from the main mass until they gradually merge into the lowland. A small, detached mass of highland in the extreme northwest extends parallel with the Mediterranean and Atlantic Coast. (Hinman.)

The mountain elevations decrease the temperature, and by their location and configuration, have prevented the interior of the continent from having general active intercourse with the outside world; and have lessened the capabilities of the African rivers as highways of approach to the interior.

10. No advantage whatever if all the other conditions should remain the same.

ARITHMETIC.—1. Formulæ should not supersede analysis. Such teaching would give the pupil a wrong idea in regard to percentage. The understanding of a process precedes the working out of a formula. The educational value of a formula consists chiefly in the mental discipline gained from developing it. The purpose of the work in analysis is to practice the reasoning powers; the purpose of the formula is to strengthen familiarity with the process and unify one's knowledge of it by representing its ideas and their relations in a concentrated form by use of symbols.

3. Answer, 63 days.

5. $125\% = 800$; $100\% = 640$; $640 = \frac{1}{2}$ of 1280. Answer, 1280 bu.

6. $\frac{1}{3}$ represents the cost price; $\frac{2}{3}$ represents the selling price; the difference $\frac{1}{3}$ represents the gain. $\frac{1}{3} + \frac{1}{3} = \frac{2}{3} = 20\%$, the gain per cent.

7. $5922 + 1.05 = 5640$; $5922 - 5640 = 282$; his commission was \$282.

8. Answer, \$551.255+.

9. $2 \times 1.3 \times 1.5 = 3.9$, the number of cubic meters. 3.9 cu. m. @ 1000 cu dm. = 3900 cu. dm. = 3900 liters, as 1 cu. dm. = 1 liter; 3900 liters = 39 hectoliters.

10. $5 + 137\frac{1}{4} = 8\frac{2}{3}$; $3\frac{1}{2} + 91\frac{1}{2} = 8\frac{2}{3}$; $8\frac{2}{3} = 3.6\% +$. $8\frac{2}{3} = 3.8\% +$. The latter is the better investment.

U. S. HISTORY.—1. *John Smith* was the wisest man in the Jamestown colony. He named New England, explored portions of it, made a map of the coast from Cape Cod to the mouth of the Penobscot, and published several books on America. (See History, sections 45, 50, 61, 75.)

Sir Walter Raleigh was among the greatest and most unfortunate of English adventurers. He spent all his fortune in his efforts to make America better known to England. (See sections 28, 29, 30.)

Nathaniel Bacon was a young man of fortune and influence at the time Berkeley was governor of Virginia. At one time a large force of Indians threatened the colonies, and Governor Berkley refusing assistance, the people, choosing Bacon for their leader, raised a little army and routed the savages. Berkely was displeased, raised a troop to fight him, but certain conditions compelled him to change his course of action. (See section 57.)

Miles Standish was regarded by the Indians as "a little man but a great captain." He came over with the Pilgrims in 1620. (See sections 72, 76.)

Roger Williams came over early in 1631 and began his work as pastor at Salem. After his banishment (1635), he went at once among his old friends, the Indians. One writer has said, "the whole course and tenor of his life and conduct show him to have been one of the most disinterested men that ever lived, a most pious and heavenly-minded soul." (See sections 81, 109, 110, 111.)

2. In the New York settlements. Brooklyn claims to have had the first free public school in the United States. It was about 1633. Various others are very close to this date. The first English college in America was Harvard College, founded in 1637 by the Rev. John Harvard, who gave to it his library of 260 volumes, and half of his estate, about 750£. (See Boone's Education in U. S., pages 10, 20, and 21; and text-book, section 82). At present Harvard stands in the front rank of American colleges; by many it is considered superior to any other.

3. (a) To Lafayette, DeKalb, Kosciusko, Steuben, Pulaski. (b) To France. (c) To George Washington, Benjamin Franklin and Robert Morris.

4. The "Spoils System" was introduced by Andrew Jackson. It means the filling of the Government offices from the ranks of the successful political party. The Civil Service Act limits that system.

5. When Texas was admitted as a state she insisted that her southwestern boundary was at the Rio Grand River. Mexico denied this and declared that it was on the Nueces River, about a hundred miles east of the Rio Grande. Each party claiming this territory between the Rio Grande and the Nueces brought about the Mexican war. (See section 289 in text-book.)

By that war the U. S. gained the territory of California and New Mexico, with undisputed possession of Texas, or in all nearly a million of square miles. (Section 292.)

6. Atlanta was valuable to the confederacy on account of the great number of stores, machine-shops, factories, mills and foundries located there. On the Union side was General Sherman; on the Confederate side was General Johnston, until he was superseded by General Hood.

No regular battle occurred at the same time as that of Gettysburg; but the surrender of Vicksburg occurred at the same time.

The battle of Gettysburg was important because each side had marshalled all its spare forces and the victory was decisive. The surrender of Vicksburg was important because the Mississippi River was now in a fair way to be opened throughout its whole extent—to run “unvexed to the sea.” (See sections 340, 341.)

7. In 1867, the United States government purchased from Russia the territory of Alaska for \$7,200,000. It is valuable for its furs, fisheries, and its lumber.

ANSWERS TO THE LITERATURE QUESTIONS.

1. The conspirators agreed that Cæsar should be killed at the Senate House on the morning of the Ides of March. The plan falls into two parts—getting Cæsar to the capitol, and killing him. The first part was as follows: A fear arose that Cæsar might not go to the capitol on that day. Cassius says:

“But it is doubtful yet
Wh’er Cæsar will come forth to-day or no;
For he is superstitious grown of late,
* * * * *
And the persuasion of his augurers
May hold him from the capitol to-day.”

But Decius says he can flatter the great Cæsar by telling him he can not be flattered, and thus induce him to go to the capitol. Cassius answered: “Nay, we will all of us be there to fetch him.” And so they were, and Cæsar went. The plan for the immediate execution of the murder was that Metullus and others should kneel before Cæsar and present to him petitions for the recall of Publius Cimber from banishment. It was arranged also that Casca should strike the first blow, which he did when Cæsar’s back was toward him. We know this was in the plan, for just as the Senate was convening Cassius said:

“Casca, be sudden, for we fear prevention.”

And a little later Cinna said:

“Casca, you are the first that rears your hand.”

Cassius evidently had it in mind from the beginning that Casca should strike the first blow, for at his first meeting with Brutus we have this conversation:

Bru.—“What a blunt fellow is this (Casca) grown to be!
He was quick mettle when he went to school.”

Cass.—“So he is now in execution
Of any bold or noble enterprise.”

The strokes of the other conspirators were to follow close upon Casca’s.

2. Some expressions of Antony suggest that the purpose of his oration was to try the people, and move them to mutiny. In speaking to a servant of Octavius he says:

"Thou shalt not back till I have borne this corse
Into the market-place; there shall I try,
In my oration, how the people take
The cruel issue of these bloody men."

Then, after his oration, in a little soliloquy, he says:

"Now let it work.—Mischief, thou art afoot,
Take thou what course thou wilt."

But the oration itself leaves no ground for doubting that its purpose was to accomplish just what it did accomplish—to fire the people with hatred against the conspirators.

3. Against the wishes and better judgment of Cassius, Brutus grants Antony's request to speak at Cæsar's funeral. Cassius opposed on the ground that Antony's speech might have too great an influence over the people.

"Brutus,
You know not what you do; do not consent
That Antony speak in his funeral!
Know you how much the people may be moved
By that which he will utter?"

4. The highest type of oratory is that in which the speaker so forcibly sets forth great general principles that thinking men will accept them as the permanent guide of their conduct. Antony's oration was not of this type. He did not deal with general principles for two excellent reasons—his audience comprehended no general principles, he comprehended none himself. His eloquence was a passionate outburst of love for his personal friend, yet so skillfully managed as to accomplish perfectly the end he purposed—to fire the citizens against the murderers of his friend. This oration is a masterpiece of its kind, for it is perfectly suited to the audience and the occasion, and accomplishes the end desired in the best possible manner.

5. Just the effect he intended it to produce:

Citizens—"Come, away, away!
We'll burn his body in the holy place,
And with the brands fire the traitors' houses.
Take up the body.
Go fetch fire.
Pluck down benches.
Pluck down forms, windows, anything."
* * * * *

"O, traitors, villains!
We will be revenged.
Revenge,—about,—seek,—burn,—fire,—
Kill,—slay,—let not a traitor live."

6. This illustrates the truth that when we have a powerful feeling—whether benevolent or malevolent—toward any object, we tend to extend that feeling toward everything resembling the object, even in name. Much of the strong party and denominational prejudice preva-

lent only a few centuries ago was attributable to this same tendency. It also teaches the principle—true in Cinna's time, true in Shakespeare's, true to-day—that men passionately angry have no sense. When rage enters the mind, reason departs.

7. Here Cassius announces the principle that in times of war men must not be overly scrupulous about methods. Brutus had deserted and then assassinated his dearest friend, when, as he himself admitted, there was no ground for charges against him, and now he is so conscientious that he can not levy contributions for his starving soldiers. This is a glaring inconsistency, an open contradiction, the offspring of intellectual weakness. Brutus can not see it, for he is it, and "the eye sees not itself;" but to the searching sagacity of Cassius it appears as it is—a pitiable weakness. It is all right for one to strain at a gnat, provided that he strains also at a camel. But for him who has heartily swallowed a camel to be laboriously straining at a gnat is little less than colossal stupidity.

8. Brutus has stated the principle about as well as it can be done. At first it would seem that positive knowledge of a calamity would give more pain than the mere anticipation of it, but such is not the case. Uncertainty is the most painful. Positive knowledge of a coming loss fortifies the mind so that it is able to bear that loss. This is as true whether the loss be of property, of position, or of life. And it applies to our own life as well as to that of others.

"With meditating that we must die once,
We have the patience to endure it now."

9. At Philippi. Brutus determines this against the judgment of Cassius.

The appearance of Cæsar's ghost to Brutus teaches first the reality of ghosts—that is, men do sometimes see ghosts. Are ghosts real? They are—for him who sees them. But are not ghosts simply the creations of mind? Most likely, and so are all other things to a much greater extent than is commonly believed; but they are real all the same. We learn from this also what kind of a man it is that sees ghosts. It is Brutus, the sentimental moralist, not Cassius, the practical politician. Ghosts are ethical, not political, creatures; consequently they appear only to ethical natures. This ghost was, as Plutarch suggests, Brutus's own evil spirit projecting itself in space and taking on the form which this evil spirit had destroyed.

Another question arises? Did Shakespeare believe in ghosts? The fact that he introduced a ghost in this play does not at all commit him to the belief, for he found the ghost in Plutarch, from which he obtained all the material of the play. These are the words of Plutarch: "One night, before he passed out of Asia, he was very late all alone in his tent, and, looking up towards the door, he saw a terrible and strange appearance of an unnatural and frightful body standing by him without speaking." From the character of Shakespeare's dramas one would not suppose him to be a very enthusiastic believer in ghosts as

an independent order of beings; but, particularly in this play, he followed the facts of history very closely, acting upon the principle that he had no right, constitutional or literary, to interfere with ghosts where they then existed.

JONATHAN RIGDON,
Central Normal College.

PROBLEMS

(Send all problems and solutions to W. F. L. Sanders, Connersville, Ind. *Be prompt.*)

18. A segment of a circle is 9 feet wide at its widest part, from the middle of the arc to the middle of the chord; and the chord is 30 feet long. Find the area of the circle, the area of the segment and the length of its arc. (Proposed by J. B. Starr, New Albany, Ind.)

19. (From Dupuis' Algebra, page 12.) Reduce to a simple fraction, the expression.

$$\frac{1}{3} \left\{ \frac{1}{4} - \frac{1}{8} \left(\frac{1}{2} - \frac{1}{4} \left[\frac{1}{2} - \frac{1}{8} \times \frac{1}{10} - \frac{1}{11} \right] \right) \right\}$$

20. A room is 30 feet by 40 feet. Find the length of the longest piece of yard wide carpet that can be laid in the room, so that each of the four corners of the piece of carpet will just touch the wall.

21. A merchant pays \$2269.12½ for a 60 day draft, 2¼% premium, interest 8%. Required the face.

22. The amount of a certain principal, for a certain time, at 7%, is \$767.76; and for the same time at 10% the amount is \$856.80. Required the principal and the time.

23. Given $z(x+y+z)=6$; $y(x+y+z)=12$; and $x(x+y+z)=18$; to find the values of x , y and z .

SOLUTIONS.

Problem 12, page 419, July Journal:

\$5000 × .98 = \$4900, market value of 3¼ per cents.

4900 ÷ .94 = 5212½; therefore \$4900 will purchase \$5212½ of 3 per cent. stock at 94.

3¼% of \$5000 = \$162.50, income on the 3¼ per cents.

3% of \$5212½ = \$156.38½, income on 3 per cents.

Difference in income \$6.12½.

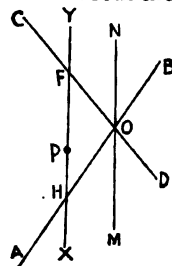
Problem 13, page 419, July Journal:

Let x = the numerator, and y = the denominator.

Then $\frac{x}{y}$ = the fraction and we get the equations,

$$(a) \frac{x+1}{y} = \frac{1}{3}; \text{ and } (b) \frac{x}{y+1} = \frac{1}{4}$$

From these we get $x=4$; and $y=15$; the fraction = $\frac{4}{15}$.



Problem 14, page 419, July Journal:

Let CD and AB be the two given straight lines, and let P be the given point.

Bisect angle COB with NM, and through P draw XY parallel to MN. The line XY is the line required. For, angle PHO = HOM = FON = PFO.

A line through P perpendicular to XY also fulfils the conditions of the problem.

Problem 15, page 419, July Journal:

Solve the equations, $x^4 + y^4 = 641$(1)

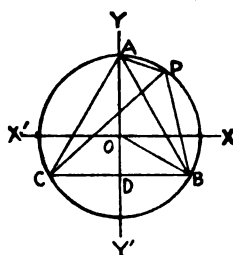
$$xy(x^2 + y^2) = 290 \text{(2)}$$

In (2), by dividing by xy , and by squaring we get,

$$x^4 + 2x^2y^2 + y^4 = \frac{84100}{x^2y^2} \text{(3); by subtracting (1)}$$

and solving, we get $xy = 10$; and $x = 2$, and $y = 5$.

Problem 16, page 419, July Journal:



Take the center of the circle as origin of co-ordinates, and the vertex of the triangle on the axis of Y, and let the radius of the circle be a ; then the equation of the circle is x^2 plus $y^2 = a^2$, and the co-ordinates of A are $(0, a)$; of B, are $(\frac{a}{2}\sqrt{3}, -\frac{1}{2}a)$; of C, are $(-\frac{a}{2}\sqrt{3}, -\frac{1}{2}a)$; since $OD = \frac{1}{2}OA = \frac{1}{2}a$, and $OB^2 = OD^2 + DB^2$, or $DB^2 = a^2 - \frac{a^2}{4}$, $DB = \frac{a}{2}\sqrt{3}$.

Let P be any point in the circumference, its co-ordinates being (x, y) . Then

$$AP^2 = (x - 0)^2 \text{ plus } (y - a)^2;$$

$$BP^2 = (x - \frac{a}{2}\sqrt{3})^2 \text{ plus } (y + \frac{a}{2})^2;$$

$$CP^2 = (x + \frac{a}{2}\sqrt{3})^2 \text{ plus } (y + \frac{a}{2})^2;$$

Adding, AP^2 plus BP^2 plus $CP^2 = 3(x^2 \text{ plus } y^2) \text{ plus } 3a^2 = 6a^2$, a constant.

The foregoing solution is by John Faught. We append another by Otto Clayton:

Using the same figure, we have

$$CA^2 = CP^2 \text{ plus } AP^2 - \sin CPA$$

$$CB^2 = CP^2 \text{ plus } BP^2 - \sin CPB$$

$$AB^2 = AP^2 \text{ plus } BP^2 \text{ plus } BPA$$

Adding, transposing and dividing by 2,

$$PA^2 \text{ plus } PB^2 \text{ plus } CP^2 = \frac{BA^2 \text{ plus } BC^2 \text{ plus } CA^2}{2} - \frac{\sin PBA}{2},$$

a constant.

Problem 17, page 419, July Journal:

Solve the equations, $x^2 + y^2 = 5$(1)

$$x^2y - xy^2 = 6 \text{(2)}$$

Factoring (2)..... $xy(x^2 - y^2) = 6$;

$$\text{or} \quad \dots\dots\dots x^2 - y^2 = \frac{6}{xy} \text{(3)}$$

Squaring (1) and (3), and subtracting and solving, we get $xy = 2$; and $x = 1$ and $y = 2$. (J. Faught.)

Or, add 4 times (2) to the square of (1), and extract the square root and we have $x^2 + 2xy - y^2 = 7$, or -7 ,(4). Now subtract 4 times (2) from the square of (1) and extract the square root and we have $x^2 - 2xy - y^2 = 1$, or -1 , (5). From (4) and (5), $x = 2$ and $y = 1$. (J. C. Gregg.)

Mamie Comstock, North Manchester, Ind., found all the values of x and in problems 15 and 17.

CREDITS:—Problem 9, Edith M. Rice, Holman; 13, Aldo Cain, Economy; Chas. Hubbell, Coal City; Mary B. Dilts, St. Paul; John J. Sum,

Jasper; 12, 13, James F. Hood, Marion; 12, 13, 15, W. F. Enteman, Leota; 15, 17, J. C. Gregg, Brazil; 12, 13, 14, Charles W. Jordan, White Water; 13, 15, 17, Adda May, Martinsburg; 13, 14, 15, 17, Mamie Comstock, North Manchester; 12, 13, 14, 15, 16, Otto Clayton, Fowler; 13, 14, 15, 16, 17, D. B. Flickinger, Bremen; 12, 13, 14, 16, 17, John Faught, Bloomington; 12, 13, 14, 15, 16, 17, C. A. Maxwell, Worthington.

C. A. Maxwell sends a geometrical solution to 16, and proves $PA^2 + PB^2 + PC^2$ to be a constant and equal to twice the square on one side of the triangle.

By analytical geometry, John Faught obtained the following result: $PA^2 + PB^2 + PC^2 = 6a^2$, a being the radius of the circle. Therefore by axiom we have—Twice the square on one side of the triangle equivalent to six times the square on the radius. Simplifying and generalizing we have—The square on the one side of an equilateral triangle is equivalent to three times the square on the radius of the circum-circle.

MISCELLANY.

LIST OF INSTITUTES TO BE HELD.

- July 9—Floyd county.....New AlbanyCharles W. Stolzer, supt.
 “ 23—Jennings.....Vernon.....James H. McGuire.
 “ 23—VermillionClinton.....J. A. Wiltermood.
 “ 30—DelawareMuncieJohn O. Lewellen.
 “ 30—Newton.....Kentland.....W. W. Pfrimmer.
 Aug. 6—Henry.....New Castle.....Fassett A. Cotton.
 “ 6—JacksonBrownstown.....Wesley B. Black.
 “ 6—MonroeBloomingtonFrank J. Tournier.
 “ 6—ParkeRockville.....Charles E. Vinzant.
 “ 6—Pike.....PetersburgJohn B. Blaize.
 “ 6—Shelby.....Shelbyville.....Anderville Shaw.
 “ 13—Bartholomew.....Columbus.....J. A. Wade.
 “ 13—Daviss.....Washington.....Peter R. Wadsworth.
 “ 13—Johnson.....Franklin.....Chas. F. Patterson.
 “ 13—Owen.....Spencer.....Jas. W. Guiney.
 “ 13—Perry.....CanneltonFrank J. George.
 “ 13—PutnamGreencastleF. M. Lyon.
 “ 13—Randolph.....Winchester.....Jno. W. Denny.
 “ 13—Rush.....Rushville.....I. O. Harrison.
 “ 13—Scott.....Scottsburg.....W. L. Morrison.
 “ 13—Warrick.....BoonvilleS. W. Taylor.
 “ 13—Washington.....Salem.....W. W. Cog. swell.
 “ 20—Blackford.....Hartford City...M. H. McGeath.
 “ 20—Brown.....NashvilleChas. W. Snyder.
 “ 20—Carroll.....Delphi.....Chas. W. Metsker.
 “ 20—Crawford.....English.....Jas. R. Duffin.
 “ 20—Decatur.....Greensburg.....Jno. W. Jenkins.

Aug. 20—Dubois county	Jasper	George R. Wilson, supt.
" 20—Elkhart	Goshen	George W. Ellis.
" 20—Franklin	Brookville	Wm. H. Senour.
" 20—Gibson	Princeton	Thos. W. Cullen.
" 20—Greene	Bloomfield	Jno. L. Cravens.
" 20—Hendricks	Danville	J. D. Hostetter.
" 20—Howard	Kokomo	Geo. W. Miller.
" 20—Jasper	Rensselaer	John F. Warren.
" 20—Lake	Crown Point	Frank F. Cooper.
" 20—Laporte	Laporte	O. L. Galbreth.
" 20—Ohio	Rising Sun	John R. Elder.
" 20—Orange	Paoli	Orville Apple.
" 20—Ripley	Versailles	Geo. C. Tyrrell.
" 20—Sullivan	Sullivan	C. W. Wellman.
" 20—Union	Liberty	C. W. Osborne.
" 20—Wabash	Wabash	John N. Myers.
" 27—Adams	Decatur	Jno. F. Snow.
" 27—Benton	Fowler	Chas. H. West.
" 27—Boone	Lebanon	Jos. A. Coons.
" 27—Cass	Logansport	J. H. Gardner.
" 27—Clark	Jeffersonville	S. E. Carr.
" 27—Dearborn	Lawrenceburg	S. J. Huston.
" 27—DeKalb	Auburn	C. M. Merica.
" 27—Grant	Marion	F. M. Searles.
" 27—Hamilton	Noblesville	E. A. Hutchens.
" 27—Hancock	Greenfield	Quitman Jackson.
" 27—Huntington	Huntington	J. B. DeArmitt.
" 27—Jefferson	Madison	Oliver F. Watson.
" 27—Knox	Vincennes	Peter Phillippe.
" 27—Kosciusko	Warsaw	E. J. McAlpine.
" 27—LaGrange	LaGrange	E. G. Machan.
" 27—Lawrence	Mitchell	George M. Norman.
" 27—Martin	Shoals	John T. Morris.
" 27—Miami	Peru	John H. Runkle.
" 27—Montgomery	Crawfordsville	John S. Zuck.
" 27—Morgan	Martinsville	J. E. Robinson.
" 27—Noble	Rome City	Willis A. Fox.
" 27—Porter	Valparaiso	H. H. Loring.
" 27—Spencer	Rockport	J. W. Nourse.
" 27—St. Joseph	South Bend	J. H. Bair.
" 27—Vanderburg	Evansville	Jno. W. Davidson.
" 27—Wayne	Richmond	T. A. Mott.
" 27—Wells	Bluffton	Robt. W. Stine.
Sept. 3—Clay	Clay City	W. H. Chillson.
" 3—Clinton	Frankfort	Jno. W. Lydy.
" 3—Fayette	Connorsville	G. W. Robertson.
" 3—Harrison	Corydon	C. W. Thomas.

Sept. 3—Fulton county.....	Rochester.....	D. D. Ginther, supt.
“ 3—Madison.....	Alexandria.....	I. V. Busby.
“ 3—Marion.....	Indianapolis.....	W. B. Flick.
“ 3—Marshall.....	Plymouth.....	S. S. Fish.
“ 3—Posey.....	Mt. Vernon.....	W. W. French.
“ 3—Pulaski.....	Winamac.....	J. H. Reddick.
“ 3—Starke.....	Knox.....	W. B. Sinclair.
“ 3—Tipton.....	Tipton.....	A. H. Pence.
“ 3—Vigo.....	Terre Haute.....	H. W. Curry.
“ 3—Warren.....	Williamsport.....	L. A. Sailor.
“ 3—Whitley.....	Columbia City.....	G. M. Naber.
“ 10—Allen.....	Ft. Wayne.....	F. J. Young.
“ 10—Switzerland.....	Vevay.....	P. R. Lostutter.
“ 10—Tippecanoe.....	LaFayette.....	Jno. M. Sullins.
“ 10—White.....	Monticello.....	Louis S. Isham.
Nov. 10—Steuben.....	Angola.....	R. V. Carlin.

THE railway strike cost the N. E. A several thousand dollars by making it impossible for teachers from the West to reach Asbury Park.

SUPT. E. G. MACHAN reports LaGrange county all right educationally. He expects to add two graded schools to his list the coming year.

PURDUE UNIVERSITY will be in shape by the opening of the school year to do the best work it has ever done in many of its departments. Its “locomotive testing” beats the world.”

AT the recent commencement of Indiana University, ninety-six baccalaureate degrees were conferred. Eleven advanced degrees were conferred on graduate students. President Harper, of Chicago, gave the address to the graduating class.

MILLIONAIRE CULVER, of St. Louis, who has already done so much for Lake Maxinkuckee, is preparing to establish one of the finest military schools in the country there this fall. It will be opened Sept. 24, in charge of a corps of the ablest instructors, so the papers report.

THE summer school of Indiana University reached an enrollment of 172. All the work done was of college grade, and students given due credit for the same on the college records. More than three-fourths of those in attendance were *teachers who are not done growing*. Prof. Robt. J. Aley was director of the school.

DUBOIS COUNTY did not conclude its township commencements till in July. The last was a tri-township one, and, like all the others in the course, was a great success. The attendance was so large that no hall or church could be found capable of holding half the people that sought admittance. This has been true the county over. These commencements arouse an interest on the part of parents that nothing else does, and they stimulate pupils in the lower grades to strive to reach the coveted goal. George R. Wilson is the superintendent, and is using all these agencies to the best possible advantage.

THE MARION NORMAL SCHOOL has taken a long step in advance—yes, two of them. 1. On the Fourth of July it dedicated a large and commodious new school building, which will give better facilities in all departments. 2. It has decided to open a model school in connection with its other normal work. Such a school well conducted will be of great value to those preparing to teach. A. Jones continues at the head of the school.

THE Central Normal, at Danville, is moving steadily forward and growing a little stronger each year. The new catalogue shows a large number of courses of study, so that all may be suited, and in addition students are allowed large liberty in the election of studies. The course in pedagogy has been very much strengthened. Alonzo Worman, of the Utah Normal College, who is spoken of in strong terms, will be added to the faculty next year. Next spring a "model school" will be added. J. A. Joseph continues as president.

THE National Educational Association held at Asbury Park was fairly well attended, notwithstanding the great railroad strike. As the strike was principally confined to the West only western teachers were kept at home. The Indiana delegation was reduced more than one-half by the strike. The actual membership reported was 5,900, which is certainly good under the circumstances. Nicholas Murray Butler was elected president for the coming year. The place of holding the next meeting was not determined, but the choice lies between Denver, Duluth and Seattle.

ANDERSON.—With great pride the city of Anderson can refer to the public schools when they open for the next term. Then the city proper will have eight school buildings, six of which are handsome and modern in brick and stone, costing more than \$20,000 each. Five have been built within the past five years, and the last one is now nearing completion. Fifty-seven teachers are now being selected for the different grades. In the selections thus far made twenty-three different universities, fifteen normal schools and three art colleges are represented, besides the musical instructors who have been with the schools for two years. John W. Carr, who has brought the schools up to their present high standard, will again be the superintendent.

THE State Normal held its commencement June 29, and graduated a class of fifty-nine. Eighteen of the class of '92 were back for their diplomas. Instead of having addresses by representatives of the class, as has been the custom, Dr. Charles R. Henderson, of Chicago University, made an address on "The Sociological Method of Unifying Studies." President Parsons made an address to the class, which was well received. Governor Matthews and Ex-governor Chase were both present and made appropriate addresses. The new annual catalogue shows that the enrollment for the spring term was 1,183, and that the whole number of different students enrolled for the year was 1,330. These are the largest numbers in the history of the school. Since the organization of the school the total number of different students enrolled is 10,220. The influence these students have had on the State can not be represented in figures.

PERSONAL.

LEWIS H. JONES, who for the past ten years has been superintendent of the Indianapolis schools, has been elected superintendent of the Cleveland, O., schools at a salary of \$5,000. He has accepted the place. Thus Indiana loses another of its leading educators. Is it not too bad that the Hoosier state cannot afford to pay salaries sufficient to keep its best educators at home? Mr. Jones had been re-elected at an increased salary, and never stood higher in the estimation of the school board and the people than he stands to-day. His successor will not find it an easy matter to fill his place. We take the following sketch from the Indianapolis Journal:



"Professor Jones is a native of Hamilton county, this state, and is now fifty years of age. He was educated first in the common schools of the state, and prepared for college in an academy in this city. He did not enter college, however, but took two courses in the Oswego, N. Y., State Normal School, graduating in both. He studied next under Agassiz at Harvard in a natural science course. He began his life work as a teacher in the chair of natural science at the Indiana State Normal School at Terre Haute, where he remained for four years. From there he came to the public schools of this city, serving as principal of the training school for eight consecutive years, then was made assistant superintendent for two years, and for the last ten years he has been the superintendent. The schools have developed into the first rank under his direction, and received the highest praise from J. M. Rice in his investigations of the public schools of the country published in the Forum. Professor Jones has thus won a reputation second to none in the country as an educator. He was given the degree of Master of Science by DePauw University."

The following extracts, taken from letters written to the Cleveland school board without Mr. Jones's knowledge, indicate the standing he has with the leading educators of the country:

Judge Draper, whom he succeeds, says: "No man stands higher in the opinion of the educators of the country, and I am confident that his best work is yet before him."

James McAlister, president Drexel Institute, says: "Few, if any, superintendents have done better work, and I have no hesitation in expressing the opinion that the public schools of Indianapolis are entitled to rank with the best in any part of the United States."

Nicholas Murray Butler, of Columbia College, says: "Mr. Jones is the strongest city superintendent now in service in this country."

William T. Harris, United States Commissioner of Education, says: "Hon. L. H. Jones is, in my opinion, one of the ablest men in the whole country engaged in school supervision. He has eminent success in securing the right kind of work from his teachers. I think him one of the wisest and sanest and most efficient school supervisors that we have ever had in the United States."

It is not an exaggeration to say that Mr. Jones is the most influential educational man in Indiana to-day, and the state can ill afford to lose him. THE JOURNAL extends to him its warmest congratulations that he has been elected to the most desirable superintendency in the United States, and wishes him unlimited success in his new field of labor. Indiana will always be proud of him.

DAVID K. GOSS succeeds Lewis H. Jones as superintendent of the Indianapolis schools. Mr. Goss grew to manhood in the vicinity of Gosport, was a farmer's son, and was left to his own resources when quite young. He early formed the determination to secure a liberal education. He taught for a time in the country schools, and with the money thus earned entered Indiana University, from which he graduated in 1886, and two years later took his master's degree. After graduation he became principal of the Frankfort high-school, and later was for one or two years superintendent of the schools at Lebanon. In 1891 he began a post-graduate course at Cornell University and won there the Andrew D. White Travelling Fellowship, worth \$1,000 a year, and for the last two years has been studying abroad, most of the time at Heidelberg. Last June he received the degree of Doctor of Philosophy. It will thus be seen that Mr. Goss is a person of fine scholarship and possessed of unusual energy and force of character.

Mr. Goss's special lines of study have been history and philosophy and not pedagogy, consequently he may be compelled for some time to take lessons of his subordinates in most matters that pertain to the instruction side of school work. If he does this gracefully and administers the schools in their other relations wisely he will give another proof of his more than ordinary powers. Of his ultimate success there is but little doubt.

This is in no wise a criticism on Mr. Goss; it is simply stating a well-known pedagogical principle, viz.: that scholarship will not take the place of professional study and experience.

THE JOURNAL heartily joins Mr. Goss's many friends in wishing him unbounded success in his new and important field of labor.

MISS NEBRASKA CROPSKY, who has been superintendent of the primary schools in Indianapolis for many years, is a woman of extraordinary powers, and has had a remarkable career as a teacher. When the Oswego Normal School was the most noted school of its class in this country, A. C. Shortridge, then superintendent of the Indianapolis schools, persuaded his school board to send its most skillful and promising primary teacher to Oswego that she might master the methods

of this famous school and bring them to Indianapolis. Miss Cropsey was sent on this most important mission. Returning, she naturally became a leader among the primary teachers and has continued such from that time to this, most of the time in the relation she now holds. Much of the prominence which the Indianapolis schools have gained is due to the efficiency of her work. She is a modest, retiring woman, and only those who come in contact with her work appreciate her at her full value. Her salary as superintendent of the primary schools began at \$1,000, but has been from time to time advanced, the last increase making it \$2,000. Since the resignation of Mr. Jones and the election of a new superintendent, the School Board, realizing the increased responsibility that must necessarily come upon Miss Cropsey, decided to make her "assistant superintendent" and increase her salary to \$2,500. It is a noteworthy fact that these advances in salary from time to time all came without her solicitation and without her knowledge, and simply indicate the growth in appreciation of her work by the board and by the community. Miss Cropsey belongs to that class of teachers who never stop growing, because they never stop studying.

M. S. WOODS will be principal at Poseyville next year.

C. M. LEIB will remain in charge of the LaGrange schools.

H. S. GILLIAMS is to be in charge at Wolcottville next year.

W. F. MORGAN will return to take charge at Red Key this fall.

CARL MINTON will remain in charge of the Ft. Branch schools.

MISS BESSIE HERRICK, late of Anderson, goes to Greenfield as prin.

ARNOLD TOMPKINS is at work upon a new book entitled "School Management."

MISS GERTRUDE SUMPTION will have charge of the Walton schools next year.

ERNEST DANGLADE, of Ohio, has been elected principal of the Vevay high-school.

MISS JENNIE S. HURON will have charge of the art department at the Mitchell normal.

DR. J. A. WOODBURN, of the State University, is an instructor in the Bay View summer school.

GEORGE L. ROBERTS takes the science department in the Greensburg high-school for next year.

W. E. SCHOONOVER, of Brookville, resigns his place at Laurel to attend the State Normal next year.

J. W. TRITTIPO, of Fortville, has decided to leave the educational work and enter the business field.

H. G. STRAWN, of Paxton, Ill., a former Hoosier, has been elected superintendent of the schools at Hoopeston, Ill.

DAVID C. ARTHUR has resigned the principalship of Union City high-school to accept the principalship of the Logansport high-school.

S. C. HANSON, the author of so much of our best school music, is to remain as superintendent of the schools at Williamsport for a tenth year.

D. B. GILBERT, for five years connected with the normal school at Danville, has become a joint proprietor and a member of the faculty at Mitchell.

WM. A. MILLIS, a State University graduate and for several years past superintendent at Paoli, has been elected superintendent of the Attica schools.

H. E. COE, of Auburn, will take the Butler schools next year in place of C. E. Kriebel, who resigned to take charge of the new college at North Manchester.

DR. ELIOT has been president of Harvard for twenty-five years. The alumni of the university, at the last commencement dinner, presented him a gold medal as a mark of their appreciation of his services.

R. P. LAMB, a prominent teacher of Ripley county for many years, recently suffered the loss of his estimable wife. He has the profound sympathy of a large circle of friends in this, his hour of sadness.

MISS MARY NICHOLSON, for ten years past principal of the Indianapolis Normal School, has been re-elected for another year and her salary advanced to \$1,800. This is a worthy recognition of ability and faithful service.

JOHN FISKE, who has recently completed a school history of the United States, had conferred upon him at Harvard's last commencement the degree of LL. D. This is a worthy tribute to America's greatest historian by America's greatest university.

GEO. W. HUFFORD, principal of the Indianapolis High School, has been unanimously re-elected, with his salary advanced to \$2,000. This is a deserved acknowledgement of services well and faithfully done. This school never had a more efficient or more generally liked principal.

A. C. GOODWIN, formerly a prominent teacher in this state, is now president of the Owensboro Female Academy. This is a rather remarkable female academy in that it admits to all its classes persons of both sexes. President Goodwin has issued the first number of a paper called "The Outlook."

WILSON J. HOLE and Miss Retta Hoffman were married recently at the home of the bride's parents. The bride and groom are successful teachers in the schools of Marion county. After a short visit among relatives they will go directly to Maysville, Tenn., to take charge of the academy at that place.

JOHN C. WILLIS, President of the new faculty of Southern Indiana Normal College, Mitchell, Ind., has been for several years President of Ashland College, Shelbyville, Ky. He comes well recommended and with long experience. We certainly welcome him to his new field of labor. Ex-principal J. H. Reed will remain in the faculty as a partner.

CHARLES E. EMMERICH has gained an enviable reputation for the good work he has done as principal of the Indianapolis high-school No. 2.

J. C. GREGG still holds the Fort at Brazil. He has served Brazil faithfully for so many years that he is now one of the comparatively few who have held their places for more than twelve years.

THE executive committee of the State Teachers' Association will meet in Indianapolis, August 15, to complete the program. Will the various sections please report programs before that time to R. I. Hamilton, Huntington, chairman?

G. F. RIESE, A. M., and Co. Supt. J. E. Bishop have made arrangements whereby they secure the normal school building at Portland for five years and longer, if they so desire. The school has been building up for some time, and the indications are that there will be a good school in the future at this place.

J. H. GARDNER, Superintendent of Cass county, is being urged by many of his friends to become a candidate for the nomination on the Democratic ticket for the office of State Superintendent. Mr. Gardner is one of Indiana's leading superintendents and should he be nominated and elected he would make a faithful, energetic, efficient officer.

GEO. F. BASS will give instruction in the Indianapolis Business University the coming year, and the University has reason to congratulate itself on this fact, for he always does superior work. This does not mean that his paper, "The Young People," will suffer in the least. His arrangements are such that it will keep up to its present high standard.

W. H. WILEY has been elected for a twenty-sixth year as superintendent of the Terre Haute schools. This is an unprecedented record, no other person having held such a position for such a place for so great a length of time. Why should there not be many such instances? If a man keeps up with the times and does faithful work, why not keep him for a lifetime?

JOHN FAUGHT has been making history for himself rapidly in the last two months. He secured his diploma from the State Normal School, he secured a good position as associate professor of mathematics in the State University, and last but not least he has secured an excellent position as husband to an estimable lady. The Journal extends hearty congratulations all along the line.

MRS. JULIA J. IRVINE, who has been chosen to act as president of Wellesley College during the coming year, is the daughter of the late Dr. Mary Thomas, of Richmond, Ind. Dr. Thomas was a very successful physician, a believer in all reforms and progressive movements for her sex, and a woman in whose ability and judgment every one had explicit faith and confidence. These qualities, together with her mother's wonderful faculty for leading and governing, seem to have been inherited in a marked degree by Mrs. Irvine.

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HENRY G. STILES—	President National Bicycle Co., and General Agent C., H. & D. R. R., Indianapolis, Ind.
C. S. WARBURTON—	General Manager Massachusetts Mutual Life Insurance Co. for Indiana.

BOOK TABLE.

In the line of literature studies we have before us *Stories of Norse Gods and Heroes* published by A. Flanagan, Chicago. This book contains stories from Norse mythology, written in simple language for use of very young readers. It can be used either for home reading or as supplementary matter in the school. These stories have been written in this simple form by Annie Klingensmith. Mr. Flanagan also publishes *Nature Myths and Stories for Little Children*, by Flora J. Cooke. These myths are taken from the literature of different

countries, but selected with respect to their beauty and the underlying truth that adds value to the story. These books are inexpensive and the teacher who is seeking to cultivate a taste for good reading will not only find them valuable, but will not find them any great tax. Stories of Norse Heroes, 25 cents; Nature Myths and Stories, 15 cents.

PHYSICAL EXERCISE ON THE PLAYGROUND by Carl Betz, supervisor of physical culture, Kansas City. Published by A. Flanagan, Chicago. Most of the exercises described in this book can be taken in-doors as well as on the play-ground. It is not at all like the ordinary book on gymnastics, but contains games and exercises for use on the school play ground that will bring into play the various muscles of the body. There are walking, running, balancing, jumping, hopping, skipping, leaping games that must prove attractive as well as beneficial to all children. It is expected that these games will be conducted under the eye of the teacher, that all rough and boisterous conduct may be restrained. It seems to the writer that no teacher can afford to be without it. Price, 60 cents.

No. 62, Riverside Literature Series, contains the first five chapters of a history of the United States for the use of schools, by John Fiske, with topics and questions by Frank A. Hill. Houghton, Mifflin & Co., Boston, Mass.

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TEACHING BY TRAVEL: A SCHOOL EXCURSION FROM INDIANA TO VIRGINIA.

DR. J. M. RICE.

The general tendency on the part of our people to oppose the introduction of all methods of instruction that do not sav-
or of the old-fashioned mechanical routine, is, in my opinion,
one of the greatest barriers to educational progress in our
country to-day. This opposition is based, as a rule, upon the
erroneous notion that natural methods of instruction are new
and untried, and consequently experimental, and that we are
not justified in converting our schools into experimental in-
stitutions. If those who are of this opinion would obtain a
knowledge of the history of education, however superficial,
they would soon become convinced that the "new education,"
so called, is by no means new; that scarcely a method can be
mentioned which has not been in vogue in one or another of
the European countries for half a century or more; and that
many methods still denounced in America as innovations have
long been classed among the essentials by the most conserva-
tive educators of Germany.

Among these is the school excursion—the method to be
discussed in the present article. Indeed, while to the uninit-
iated this measure may be regarded as no less than revolu-
tionary, it is nevertheless true that excursions from two to
three weeks in duration were undertaken by Salzman with
the pupils of his school at Schnepfenthal in Thuringia, when
Washington was President of the United States. Since the
close of the last century, the school excursion, in one form or

another, has been growing in popularity in Germany, and to-day it forms a regular feature of perhaps the majority of the elementary schools of that country.

The school excursion offers the most favorable opportunity for introducing children into many branches of knowledge, as they may thereby be brought into direct contact with nature and the works of man. Indeed, the locality is exceptionally unfavorable where an abundance of material may not be found for instructing the child in geography, history, and the natural sciences. In Germany, this broad study of the environment is recognized as a distant branch of knowledge, known as *die Heimathskunde* (home-ology), and as such is included in the curriculum of the first three years of the elementary schools.

During these years the excursions are usually of a nature calculated to familiarize the child with his home surroundings in general. When this period is over, they become specialized into botanical, geological, historical, industrial expeditions, and so on. The ideas acquired during the general excursions of the earlier years are, in the higher grades, made to serve as a basis of comparison, and thus form material for the exercise of the imagination, while the pupil is engaged in acquiring ideas concerning things beyond his immediate reach. In some instances, however, when the study of the immediate home-surroundings has been completed, the general excursions do not cease, but are continued throughout the entire school course, becoming ever wider in their scope. Under such circumstances, beginning with the fourth school year, a study of the home, in a broader sense, is undertaken on annual outings from one to two weeks in duration.

While, in our own country, the instructive excursion is not entirely unknown, it has nevertheless as yet played only an insignificant part in American school life. In some localities a few teachers are in the habit of taking their pupils on short excursions from time to time; but thus far, I believe, nothing systematic in this direction has been attempted. In regard to the extended excursion, undertaken by *public-school* teachers with their pupils, the one here described is, as far as I can learn, the first made in the United States.

The idea of the excursion from Anderson (Indiana) was

conceived last March, when during a visit to that city, I called the attention of Superintendent Carr to the details of a seven-days excursion through the Thuringian Forest, undertaken in August 1893, by the School of Practice connected with the University of Jena, in Saxony. This expedition impressed Mr. Carr so favorably, that he became imbued with the desire to arrange such a trip for the pupils of the Anderson schools, to be undertaken at the close of the school year. The superintendent's plans were heartily approved by the members of the Anderson board of education. By the teachers and pupils the project was received with enthusiasm; and many of the parents expressed their willingness to provide their children with the necessary funds.

As the tour was to be a pioneer attempt in our country, it was thought advisable to extend its privileges only to the pupils of the highest grammar grade and of the high school. Nevertheless, the number attending the outing was seventy-eight, as follows: The superintendent, the principal of the high-school, the president and the treasurer of the board of education, fourteen teachers, nineteen grammar-school pupils, thirty-six high-school pupils, and the county superintendent. In addition to these, there were a physician to care for the party, a stenographer to aid in keeping a record, and a few guests, including myself. Males and females were about equal in number.

It was the principal aim of the Anderson excursion to undertake a pilgrimage to important points of historical interest, and to give to the pupils an object lesson on as many geographical elements as possible. With these purposes in view, no route more favorable than the one finally selected could have been found, including as it did one of the most interesting districts of our country, historically, as well as by reason of almost every imaginable geographical element. Not one of the pupils, and only one or two of the teachers, had seen the ocean or a mountain, and but few of them had ever experienced the sensation of riding on a steamboat. One of the pupils had never been on a train. Consequently to the teachers as well as the pupils the entire ground was new. The route was as follows: from Anderson, via Indianapolis, to Cincinnati; across the Ohio to Kentucky; through Kentucky and

the mountains of West Virginia to Clifton Forge, Virginia; across the Shenandoah and Piedmont valleys, via Richmond, to Old Point Comfort; thence to Newport News; across Hampton Roads to Norfolk; by train from Norfolk to Virginia Beach returning to Norfolk by train; by boat up Chesapeake Bay and the Potomac to Washington; returning to Anderson via Cincinnati. The distance was about 1,800 miles, the journey's duration seven days. The cost per capita, under the special arrangement made, including fares and all expenses in hotels, boats and trains was only thirty dollars. □ The party started from Anderson on Monday morning, June 4, at six o'clock. A special train was furnished, connecting with the early train from Indianapolis to Cincinnati.

The country between Anderson and Indianapolis is flat, and contains no special points of interest. Between Indianapolis and Cincinnati, however, the attention of the pupils was called to many places particularly interesting to the people of Indiana. At North Bend the Ohio River came into view, and the hills of Kentucky—practically the first elevations of land that the majority of the pupils had ever seen—became visible. The train skirted the river for thirty miles and the river shanties and steamboats proved of much interest.

The first thing of importance after leaving Cincinnati was the magnificent iron bridge which spans the Ohio between Cincinnati and Covington. After reaching the Kentucky side, Point Pleasant, the birthplace of General Grant, came in sight. By means of talk from time to time, the pupils received much information concerning the industries of the various localities through which we passed. While passing through the coal regions of West Virginia, the manner in which the mines were operated was explained. The scenery all along the line was charming. After crossing the Big Sandy and Guyandotte rivers, the train entered the valley of the Kanawha, where the high hills began to appear. We followed this valley to Kanawha Falls. Here the hills became higher and higher, until we had before us a characteristic picture of mountain scenery, which naturally made a deep impression on the pupils who before that day had seen only flat country. Thence we passed into the New River canon, the most picturesque part of the road. The scenery here is

very rugged. The famous Hawk's Nest, which rises to a height of twelve hundred feet above the river, is situated near the entrance. We reached Clifton Forge shortly before midnight, and spent the night there.

On the following morning the pupils were up bright and early, anxious for their first mountain walk. At eight o'clock Major Jedd Hotchkiss, a well known geologist, joined the party at the hotel. He first delivered a short address on the geological conditions of Clifton Forge and the vicinity, which was illustrated by photographs and maps. We returned to the hotel shortly before noon and after dinner departed for Richmond, where we had arranged to pass the second night. The stretch of country between Clifton Forge and Richmond, a distance of one hundred and ninety-three miles, is interesting at every point. Not only is the scenery very picturesque, but the region is one that has played a very important part in American history.

Soon after leaving Clifton Forge, we caught a view of Elliott's Knob, the highest mountain in Virginia. A little later the train passed through Buffalo Gap, a natural opening in the North Mountain, in the Alleghanies. A ride across the Shenandoah Valley followed; and soon we entered the Piedmont Valley, which is noted for its garden-like scenery. Major Hotchkiss, who had taken an active part in the Civil War, accompanied our party for a considerable distance, pointing out various points of interest. He gave many vivid accounts of acts that took place in the Shenandoah Valley during the war, and he explained to the pupils why the valley figured so prominently in the contest. When he had left, Mr. Truitt, our regular guide, gave us much information concerning that section of the country.

In various places earthworks may still be seen. At Charlottesville we caught a glimpse of the University of Virginia, as well as of Monticello, the home of Thomas Jefferson. The train passed through Shadwell, the birthplace of Jefferson. At Afton we saw the inn where Presidents Jefferson, Madison, and Monroe with other commissioners, met to select a site for the University of Virginia.

On our arrival at the hotel in Richmond, we found a number of citizens waiting to receive us. They kindly offered to

do all they could to render our visit instructive. When our visitors had departed, a meeting was held by the teachers. During the discussion, the fact was brought out that thus far nothing had been done toward orderly arranging in the minds of the pupils the facts thus far acquired by them. It was consequently decided that before leaving the hotel in the morning, a general class-meeting should be held. Next, the programme for the following day was arranged. In order that as much as possible might be accomplished during our short stay at Richmond, it was decided that the tour of the city be made in carriages. In the morning we were driven through a number of business and residence streets, so that we might receive a general impression of the city. During this ride, a number of places of historical interest were pointed out. After this tour we drove through the park to the cemetery, where we visited the graves of many of our heroes. Among the numerous places of interest pointed out to us during the drive were St John's Church, where Patrick Henry made his famous speech; Washington's old headquarters; the residences of Jefferson Davis, General Lee, and Chief Justice Marshall; the site of Libby Prison; statues of Washington, Lee, Stonewall Jackson, and others. As the mayor had expressed a desire to give us a reception, we called at his office after our drive. Following this, the Governor of Virginia received us in his room at the Capitol. The sight seeing at Richmond was closed with an examination of many interesting historical relics. At three o'clock we boarded the train for Old Point Comfort. The ride was again an interesting one.

Soon after passing through the earthworks surrounding the city of Richmond we ran by the battlefield of Seven Pines. Next we crossed the Chickahominy River where we obtained a glimpse of the island where Captain John Smith is supposed to have been captured. Another point of historical interest was Williamsburg, the second capital of the State. William and Mary College, the second university founded in America is here situated. Old Point Comfort was reached at six o'clock.

In the evening a prolonged session was held by the entire party in one of the parlors of the hotel. During this session, which was devoted exclusively to recitations in geography

and history, an effort was made to clinch the points thus far acquired by the pupils. The recitation in history assumed the form of a general review of the Civil War, with particular reference to the Shenandoah Valley. During the recitation in geography, the teacher endeavored to get from the pupils a connected story relating to the districts through which we had thus far travelled.

On the following morning a profitable hour was spent at Fortress Monroe. A soldier guided us around and gave us lucid explanations concerning the various points. In this instance the sight seeing was particularly profitable, because it was accompanied by a recitation. Whenever a few points had been explained to the pupils, Superintendent Carr took charge of the classes and questioned the scholars on what they had heard. It is indeed only under such circumstances that the proper form of mental activity on the part of the pupils may be expected. When we take for granted that pupils actually observe and comprehend whatever they ought to see and understand, a grievous error is committed. The visit to the fortress was instructive geographically as well as historically. The view of Chesapeake Bay at this point, with Cape Charles and Cape Henry in the distance, is charming.

Our visit to the fortress over, we departed for Newport News. There we paid a visit to the ship-yards. The guide who conducted us through the yards explained in detail the operations and the apparatus of the dry docks. By means of the powerful pump shown to us, 150,000 gallons of water can be displaced in a minute, and the large dock pumped dry in from one to two hours. Our visit to the ship-yards was again accompanied by a recitation conducted by the superintendent.

At Newport News we boarded the boat for a twelve-mile ride across Hampton Roads to Norfolk. This was the first boat-ride ever taken by some of the members of the party. It proved a very pleasant hour to them. Time did not permit us to stop at Norfolk. We simply walked through the city to the railway station, where we entered the train for Virginia Beach. It was at the latter place that the pupils received their first view of the ocean. The four hours at this resort allowed us ample time to bathe in the sea, and to stroll

on the beautiful beach after dinner. The visit to the beach was one of the brightest spots of the tour. We returned to Norfolk in time to take the boat for Washington at six in the evening. As the night was fine, we were able to stay on deck for a number of hours, and thus enjoy a considerable part of the sail on Chesapeake Bay; and as we did not arrive at the Capital until seven o'clock, the pupils were able, during the early hours of the morning, to appreciate a good part of the sail up the Potomac River.

While in Washington the pupils were full of enthusiasm. They were charmed with everything they saw. Nearly all Friday morning was consumed by a visit to the Capitol. The party being so large, the tour of the building was made in two divisions, each in charge of a guide. While on our rounds, we were fortunate enough to find the Senate in session. Our morning's work was concluded by a visit to the Navy Yard, where we followed the various processes involved in the manufacture of firearms, and inspected a small man-of-war. The afternoon was devoted to a visit to Mount Vernon. The tour of the grounds and the houses at Mount Vernon was followed by a recitation, held on one of the lawns. During this recitation the history of the Mount Vernon estate, as well as important events of the time of General Washington, were reviewed. We returned to the city late in the afternoon. After supper half an hour was devoted to instruction in the hotel parlor. The party then divided into several sections. Some of the pupils, accompanied, by a few teachers, visited the theatre; others tended a night session of the House of Representatives; while still others spent the evening quietly at the hotel.

On Saturday morning, before leaving the hotel, an hour was spent in a general review. At ten o'clock we started on our tour through the city. The places visited during the morning were the Pension Office, the Dead-Letter Office, the Patent Museum in the Department of the Interior, the Treasury Building, and the Corcoran Art Gallery. At one o'clock the White House was reached. As a public reception was held at the time, the tourists were afforded an opportunity to shake hands with the President. In the afternoon they were left free to do as they desired. Some visited the National

Museum and the Smithsonian Institution, and a large number ascended the Washington Monument. Late in the afternoon a drive was taken through the residence portion of the city to the Zoological Gardens. On Sunday morning all were tired; nevertheless some twenty of the tourists paid a visit to Arlington.

At two o'clock in the afternoon the party boarded the Chesapeake and Ohio train for Cincinnati, on their homeward journey. The road from Gordonsville to Cincinnati, had been traversed on the outward journey; but the country between Washington and Gordonsville, a distance of ninety-four miles was new. This part of the country was rich in points made famous by the Civil War. The night was passed on the train. All reached Anderson in the afternoon of Monday, June 11, just one week after starting.

Generally speaking, then, as a pioneer attempt the Anderson excursion was a marked success. It was, indeed, an enjoyable, interesting, suggestive and profitable affair. And, above all, it served to prove beyond a doubt that the school excursion is feasible in our country. The opinion has been frequently expressed that journeys of this nature could not be successfully carried out in America, because our children, when out of the school-room, would not, like the Germans, submit to the authority of their teachers. In regard to the pupils of the Anderson schools, this theory proved entirely unfounded; their obedience was perfect. Indeed, too much praise cannot be bestowed upon them for their manly and womanly behavior. It was seldom found necessary to exercise any control over the young people, simply because they learned to control themselves. Indeed, self-control on the part of the pupils is a characteristic feature of the schools of our country. It was the unanimous verdict of the railway employees and the hotel proprietors and clerks, that our party, in spite of its size, was one of the most orderly they had ever encountered. During the entire excursion, the spirit manifested on all sides was excellent; every one was delighted and happy and all looked forward with anticipation to a future trip of a similar nature.

And yet the affair was not without flaws. While, in regard to the spirit, little was left to be desired, the same is

not true of the pedagogical features. The lack of strength on the pedagogical side, due largely to want of experience, was owing to the fact that, beyond the selection of the route, the plans were indefinite; besides, the special preparation on the part of both teachers and pupils was inadequate. In consequence of these omissions the affair was characterized by aimless sight-seeing rather than by definiteness of purpose. That travel in itself is a powerful educator, cannot be denied; yet the educational value of any given tour will depend largely upon the manner in which it is conducted. A six months tour through the museums and art-galleries of Europe, under judicious guidance, may result in an education in history and art; while a similar tour without such guidance may lead to nothing beyond a jumble of ideas. On our excursion, lack of definiteness led to delays, and consequently to loss of time; while lack of preparation on the part of the teachers and pupils resulted in indefinite work.

In regard to the details concerning the preparation for an excursion, much can be learned from Germany, with its experience of a century in this line of work. I shall therefore add here, by way of suggestion, an outline of the method followed by the School of Practice connected with the University of Jena, whose journeys are conducted on strictly scientific principles.

At Jena we find that each expedition is preceded by a thorough preparation on the part of both teachers and pupils. In regard to the pupil, the preparation takes place by means of a series of special recitations, during which the route is carefully studied, maps are drawn, and the points to be observed are discussed in outline. Thus their minds are placed in an attitude of expectancy, and consequently in the condition most favorable to the acquisition of new ideas.

As to the teachers, the work of the journey is usually so divided that those who take an active part shall teach only during a single day. On that day, however, the one who teaches takes complete charge of all the proceedings. At a special teachers' meeting, held several weeks in advance, the particular days are selected by mutual agreement. The work of preparation on the part of the teacher now begins and it consists in studying from maps, railway guides, books

of travel, and so on, the details concerning the points of interest—historical, industrial, geographical, geological, botanical—lying within the district assigned to him. In arranging the programme for the day on which he has charge, he accounts for every hour. The programme, once made, is carried out to the letter. The sight-seeing is invariably undertaken in the form of a recitation. Lessons given on the road are particularly valuable, because they have been thoroughly prepared in advance.

Finally, experience acquired during the Anderson excursion leads me to offer the following additional suggestions:

First, I should recommend that the classes be divided into sections, and that each section be placed in charge of a teacher taking an active part in the work. Indeed, the teacher in charge should at all times have an eye on his pupils.

Second, I would suggest that, on a journey a week in duration, some of the time be devoted to rustication. A day or two spent in the woods, traveling on foot or in wagons to selected points of interest, would not only add to the enjoyment of the tour, but give an opportunity for nature studies. By this means, also, the fatigue of a continued series of extended railway journeys would be avoided.

Now that Anderson has made the beginning, it is to be hoped that excursions from other localities will follow. And if the preparation on the part of both teachers and pupils be thorough, there is no reason why excursions undertaken in our country should not be fully as profitable as those in Germany.—*September Forum.*

LETTER WRITING IN CONNECTION WITH THE GEOGRAPHY WORK.

SUSAN H. TEAS, GREEN'S FORK, WAYNE COUNTY, IND.

In "*Elementary Lessons in English*," Indiana Series, forty-six pages are devoted to letter writing. In looking over the work and devising some means by which we could make so much letter writing interesting, we concluded to write to some imaginary children in some city in the United States. Then we thought why not send the letters, hence the class of

twenty-one each wrote a letter to some eastern brother or sister and the letters were mailed to the superintendent of public schools of Lowell, Massachusetts. As we have never received a reply we presume our beloved Eggleston is right when he says "there are three celestial empires China, Virginia and Massachusetts," and that Lowell is not in postal communication with the inhabitants of the earth. Knowing something of the hospitality of the southern people we tried the south next; we began to systematize the work and to combine language, geography and history which are so inseparable. To each pupil we assigned a topic, one took productions, others trees, the school system, wild flowers, commerce and a great variety of subjects. We sent these letters to the superintendent of public schools of New Orleans. He gave them to Mrs. P. E. Hamilton, Mc Donough School, No 20. She had them answered by pupils of the same grade and age. The letter upon games after describing the local games played at school, wrote at length upon the *Mardi Gras*. The teacher sent us an illustrated paper describing that great carnival. She also sent a box containing rice as it grows, a box of New Orleans sugar, a bottle of vinegar, some Spanish moss, cotton seeds, cotton in the pod and some ginned cotton.

She first suggested to us the idea of exchanging products. We sent her a box of corn, wheat and oats in the head, flax in its natural state, buckwheat, nuts, acorns, etc. After receiving our box she writes "I am sure your assortment of grains helped my 8th grade, for one of the questions in examination was; What are the grains produced in the Mississippi valley? and all answered correctly. I very much doubt their doing so if they had not seen with their own eyes. I quote from a few of the letters. "Oak trees with their long branches covered with moss are a familiar sight, sycamore trees and beech trees are plentiful in Louisiana. Our oleander and crape myrtle trees are pretty." "Those men who keep the large sugar plantations are not called farmers but planters. In due time the sugar canes are cut and sent to the sugar factories. By boiling the sugar canes several times, molasses and sugar are made from it. After the sugar is fit to be used it is sent to almost every part of the world."

These letters served a double purpose; added to the geo-

graphical knowledge they contained, the correction of the language, spelling and punctuation was an excellent language lesson. We next wrote to Tacoma, Washington. By some mistake a part of our letters were miscarried but we received a very cordial letter from the superintendent in which he says, "I am so pleased with the idea and to assure you of my wish to take the matter up in the fall I send you a little of the material more fortunate than the rest."

He sent us a book of pressed mosses. This suggested to us the idea of a wild flower book. One girl has gathered quite a variety of wild flowers and pressed and put them upon cardboard. We have made excursions to the woods in search of anemones, Jack in the pulpits, spring beauties and other wild flowers. Mothers have brushed the dust from old botanies lain away since college days, hunting up the names of plants. I quote from Irona Otto's letter from Tacoma, "Not far from our school there is a great forest, where men go in and chop wood. There is great timber here. On the west side of the mountains there are great forests and rain. But the east side has very little rain so that they have to build irrigating ditches to have fertile farms." We next wrote to Key West, Florida. They answered our letters in excellent language and we learned many new and interesting facts. With characteristic southern generosity they sent us a box of curiosities by freight. In the box were cocoanuts as they grow on the tree, both large and small, king conch, queen conch, micro-moc shells, several specimens of coral, and a branch showing how it begins to form, star fish, three sponges (one fine one), one picked up on the sea coast, sea caps, plumper, soldier crab, king crab, clam shells, sun shells, periwinkle, coffee shells, barnacles, sea fan, sea moss, snake shells, and other rare things from the sea. These curiosities formed many lessons for general culture work in Zoology. B. C. Nicholas the superintendent, very kindly wrote a description of the articles sent. In reply to our questions what do you wish in exchange? he writes "What would please me most is a collection of grain in the straw also grasses cured in their proper season, since many or I might say none of the children ever saw a head of wheat, rye, oats or barley." The language used in the Key West letters is excellent. They address us

as western brother or sister. Why did they not say northern brother or sister? Julia Ashbey of Key West, Florida, says, "On the main land are immense phosphate beds, which have of late been brought to notice and it is shipped to Europe in large quantities for fertilizing purposes, and makes the owner rich. I do not know that there are any minerals found in the state to any extent. * * * I cannot invite you to come to a sleigh ride but if you will come down and visit me we will go in bathing in the delightful warm waters of the gulf. The beach and rocks are of coral." Anna Balls in writing on fruit says, "We have the cocoanut, sugar apple, jannaie apples, sappylilies, soursap, bananas, grapes, pawpaw, tamarinds, gooseberries, hog plums, Spanish limes, watermelon limes, dates, lemons, almonds, pomegranate, mushmelons, purgenuts, Christnuts, mulberries, oranges and many other fruits." Maggie Johnson says the leading industries here are fishing, spunging, farming and wrecking. I will explain to you what wrecking is, as I guess it is something uncommon where you live. Sometimes there will be a large vessel in the gulf and it will come too close to the reef and will run ashore on rocks, then our smaller vessels will go to it and assist it by saving its crew and cargo. * * * My father is keeper of a light house a hundred miles from our home up on Florida reef, where the coral grows in large beds in the ocean. It is of a brownish color when first taken from the water and has to be cured and bleached for two weeks so that when he comes again he is going to bring me a nice piece for you." I wish I might quote from all the letters for there is not one that is not interesting from beginning to end. This summer we are collecting capital in the way of grain, nuts, stones, leaves, the wood of trees, etc. to be used in our correspondence next winter. We have received articles from foreign countries.

From Russia we have an illustrated book containing pictures of the Czar and family also the leading statesmen, musicians, artists, etc., two papers printed in the Rosseau language, two Russian coins, several little pictures illustrating Russian scenes and other interesting things. We have a paper published in Constantinople.

Our plan is working admirably and it has been both pleasing and astonishing to note how readily liberal minded educators take pleasure and pains to help us in our work.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

CHILD STUDY.

The frequent discussion of this topic at present is a hopeful sign. It promises that emphasis is to be put where it belongs; not in school machinery nor in branches of study, but in the child.

The promise is not in the fact that a new study has been discovered, for this study was clearly emphasized by Rosseau nearly 150 years ago; but in the fact of wide spread professional interest manifested. The new method of study by calipers, scales and tape line must not be identified with the study itself. When Dr. G. Stanley Hall, speaking on child study, says that "this movement began in this country thirteen years ago by an inventory made by six primary teachers in the Boston schools," he must mean that this was the first time that teachers had taken "three or four children at a time in a room by themselves and cross-questioned them in regard to a few of the most common objects which school children are supposed to know about." Before this, school children had been cross-questioned and with equally valuable results, but perhaps not in a room by themselves. Before this, teachers in training schools, under systematic instruction and practice, were ascertaining the contents of children's minds to fix a basis for the lesson to be given, and were engaged in child study, if not using the new method. Child study is much broader than its study by the experimental method; and because the teacher has not the new conditions of laboratory, with calipers, tape line and scales, he must not suppose that he cannot therefore observe accurately to a definite educational end.

In fact no condition of observation is so good as that furnished by class instruction, unless it be that supplied by the family. A child, not yet old enough to talk easily, was told by its mother that a certain kind of little cake was called "lady finger," but the child persisted, against correction, in calling it lady thumb, claiming that it was too big for a finger. The mother and father, relatives and friends have

noted this early manifestation of reason, especially that praiseworthy trust in the power of its own faculties to establish truth independent of authority. And this is a much more significant fact than calipers can discover. A conspicuous feature of family life is the study of children; and no laboratory can be so efficient, for the study is continuous, intimate and loving, and the child natural and free, manifests itself fully. Yet the observations need the spirit of the new method; the facts need to be observed more accurately and systematized to form a basis and suggest method in education.

Class instruction not only furnishes the best conditions for the teacher's accurate and thorough observations but it requires that observation. The teacher cannot teach without being conscious of the experiences of the pupil in the act of learning—conscious of his processes and products. He is constantly cross-questioning and noting mental conditions and activities. He has the best of all laboratories in which to gather facts and draw conclusions. If the pupil is to think the $\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$ —really think it, not solve it mechanically—the teacher first must ascertain whether he can perform the ideas $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{3}{4}$ —can perform the single act of analysis and synthesis involved in each case. Then he will have the delightful opportunity of observing whether the pupil has the complex faculty of performing the complex act of analysis and synthesis, which constitutes the problem. The teacher ought to record, in the spirit of the new method, at what age and under what conditions a child can perform this complex act of judgment, with as much triumph as he would the discovery that a certain per cent. of his pupils never saw a bee-hive, even if he had to take his pupils into a back-room to ascertain this fact. And more so, for the first is the test of a faculty which runs throughout the thinking of all subjects, while the second will signify no more than a mere isolated fact of observation. In analyzing the poem, "The Rainy Day," pupils must state the point of analogy between the rainy day described and life in its rally from sadness to cheer. Success in this would indicate that pupils of a given age, and with given knowledge and discipline, can discern the identity to a given degree, between the physical

and spiritual worlds. To observe this is required in the very process of teaching, and is of greater significance than any facts ascertained by measuring heads in the laboratory.

The teacher needs less the method of the new movement than its spirit—the spirit which prompts him to observe accurately every feature of the pupil's experience in the process of education and to generalize the facts observed into educational laws. The experiment is not something to be separately devised but is the teaching act itself. Teachers everywhere are beginning to ask how to study children; what questions to ask to test their mental furniture and faculties, as if their questioning and cross-questioning up to date had been for other purposes. The teacher as well as others, is prone to look for the kingdom of heaven elsewhere than in himself, and to think that the method of education can be found elsewhere than in the child's experiences with the world about him, perhaps in Germany; and in this spirit the teacher hopes for relief in some method external to the teaching process, in something he can adopt and apply to that process.

Even the great leaders in the new movement seem to hold the spirit too much in bondage to their method. They appear to come to the problem of education for the purpose of applying to it a method of the natural sciences, and to select such facts about the child as this method can test with mathematical exactness. In looking over the literature produced by investigators in this line it will be found that the facts recorded are, mainly at least, those which can be reduced to mathematical exactness, and hence those which do not lie in the most central region of the child's life. Speaking of the experiment in Boston, Dr. Hall says: "These measurements have shown first that the average girl is taller and heavier than the average boy from 13 to 14½ years old, but all the rest of her life she is lighter and smaller. Another result reached was that the child's body does not grow alike in all parts at all periods. Certain parts seem to grow and get their force and then rest for a time. The abdomen, the hips, and even the pupil of the eye has its periods of growth and periods of quiescence. So that growth in all our organs is a more or less intermittent process," and then he adds: "Now think of the immense significance of that single fact to edu-

cation. We have not yet affected a complete record, but as soon as we know when the adolescent period is and how it lasts in all children, and as soon as we have the record of the nascent period, we have a basis of education which has never been known before."

This represents fairly well the character of the work done at present by the experimental method; and it is careful to suggest, as is so often done, lest the fact will not be obvious to the reader, that, while the basis of education is not yet thus determined, when it is thus determined it will have more basis in it than anything before known. Now the facts ascertained, as seen in the above, are physiological, and, while interesting and valuable as such, are we willing to admit that they compare in value for the teacher with psychical facts? Suppose the teacher does know that the average girl is heavier and taller than the average boy from thirteen to fourteen and one-half years old, and that all the rest of her life she is lighter and smaller, what can he do about it? Nature will still have her way about it. The fact is interesting as a law of nature and worth all it cost to find it out, but for guidance in teaching it can not rank of much importance. What if the growth of organs is an intermittent process? Would it not be better to know that the growth of mental faculties and life impulses is an intermittent process and the law of the process? Do these investigators choose the physical facts because of their superior importance or because these facts are more submissive to their method. The highest truths of mind and life, the supreme basis in education, do not yield to the exact tests of the laboratory. The soul can not be weighed by scales nor encompassed by calipers and tape-line. Nerve processes, sensations and the lower level of life may be got at by mathematical and physical appliances, but the higher intuitions of life, the power to discern and love the true, beautiful and good must be otherwise approached.

What seems to be most needed now to guide the new spirit is some standard by which the most essential truth may be ascertained and systematized. I know the common reply that we want the facts no matter what their bearing; that all facts are important and essential, and therefore all we

need to do is to strike down the first fact that shows its head. This, it seems, is a blundering waste of time and energy. There are facts which are practically worth nothing. What matters it how many children on entering school have curly hair or crooked noses. What does the teacher, bent on saving the child, care to know the ratio of the length of the fore-arm to the arm, or whether the children in Boston have a higher ratio than those in Kansas City. He would need little to know whether his children had seen a crow, but very much to know whether the crow and how much crow is essential to the child's well-being. The scientific student of children, by the same *a priori* knowledge which assures him that facts are needed, assures him on the same ground that some facts are worth more than others, and, within the limits of his laboratory, he acts on this assurance in spite of his theory. In the true scientific spirit those facts must be sought without any preference of method, which are most potent in controlling the education of the child. To seek all facts without discrimination is wasteful and unscientific. Let the teacher, therefore, first set himself the task of stating to himself the classes of facts essential to his guidance, so that, filled with the new spirit, he may search for them in the most economical way.

LEND A HAND.

[This department is conducted by Mrs. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

FROM SENTENCES TO WORDS.

When the sentence method is used with beginners, the children give the thought and are led to understand that the same thought is expressed in writing upon the blackboard. "The chalk tells the story" just as their lips told it. They told the chalk what to say. The next step is for the chalk to tell them what to say. That is, the chalk gives the thought and the children render it orally, which reverses their first lessons for then they gave the thought and the chalk "rendered" it in writing.

In order to know what the chalk says they must recognize the separate words in the original sentence. It is at this stage of the journey that the path seems to disappear and the inexperienced teacher wanders aimlessly about and then abandons the sentence altogether and henceforth adheres strictly to the word method.

The aim of this article is to suggest a path to those who wish to use the sentence method.

We will presume that the general plan suggested in "The First Lesson" in the August JOURNAL has been followed. The class is familiar with the three sentences:

1. This is a hat.
2. I see a little doll.
3. I have a red box.

These three sentences always remain in this order at a certain place on the blackboard. The children turn to them for reference. They know them as "the hat story," "the doll story" and the box story."

The teacher sees that the sentences may be resolved into nine parts:

- | | | |
|------------|----------|--------|
| 1. This is | 4 a | 7 hat |
| 2. I see | 5 little | 8 doll |
| 3. I have | 6 red | 9 box |

She wishes the children to learn these parts and she may use a plan such as the following to teach them.

With the class before her, she holds up the doll used in presenting the original sentence. "What is the name of this?" she asks. "A doll" they reply.

"Here it is," she says writing it on the black board.

"Look at the doll story and see if you can find this word, doll." When it has been pointed out she continues: Read the doll story again. What *kind* of a doll story does it say? A *little* doll, that's right.

I will write that too.

Now show me which says "a doll," "a little doll."

"Tell me which I write now," she rapidly writes "a little doll," and "a doll" a number of times in different places.

"Which is *doll*?" she asks again.

"Now which is *little*?"

After a moment's thought Jessie pointed to the word, she had made the discovery for herself and felt quite proud.

"This other little word is 'a' " said the teacher. "See how many a's you can find on the black board.

"Read this again," she said writing "a little doll"

"Who can read this?" writing "a little cup" but using a picture instead of the word cup. Half a dozen phrases were written in succession.

1. a little doll
2. a little (cup)
3. a little (chair)
4. a little (table)
5. a little (bed)
6. a little (tree)

A simple drawing being used to represent each object except doll.

This closed the recitation. At the next lesson they reviewed, then she asked Joe to read the box story.

"This is the part that says 'I have,'" she said writing it.

"Show me 'I have' in the box story. "Tell me these," writing in a column:

a doll
a little doll
I have
a
little

"Here is a new story who can read it?" I have a little wheelbarrow. [picture of a wheelbarrow.]

Then she used the same phrases given in the previous lesson making the sentences.

1. I have a little doll.
2. I have a little (cup)
3. I have a little (chair)
4. I have a little (table)
5. I have a little (bed)
6. I have a little (tree)

The class read them with ease and pleasure.

A "spicy variety" was given by using real objects instead of pictures. Thus she wrote

I have a little——

The child held an object against the blank and read:

1. I have a little (book)
2. I have a little (sponge)
3. I have a little (piece of chalk)
4. I have a little (grain of corn)

At the next lesson after reviewing, she wrote the box story and said:

"What *color* is the box?

Tell me something else that is red."

"Jessie's ribbon is red."

"Joe's waist is red."

"Jack's hair is red."

Then the teacher wrote the word red and the children found it in the box story.

Then they read phrases using red with pictures as little had been used.

Referring to the box story again she asked:

"What is this?" "I have"

"And this?" "a"

"And this?" "red"

"Then what is this last word?" "Box" said Jack instantly.

Then box was used in as many combinations as possible.

The gaowing list beside the three original sentences now comprised

a doll	little	I have
a little doll	red	
a	box	

The remaining three parts "I see," "This is" and "hat" were presented and practiced in a similar way.

New sentences and single words were added, and thus the children's vocabulary grew.

DESK WORK—A LANGUAGE EXERCISE.

(The answers are to be written neatly on slates or paper.)

MONTHS AND SEASONS.

1. How many months are there in a year?
2. What are their names?
3. How many seasons are there?

4. What are their names?
5. What is the first month in each season?
6. What season is this?
7. What is the name of this month?
8. In what month does Thanksgiving Day come?
9. In what month does Christmas Day come?
10. In what month is New Year's Day?
11. In what month is Valentine's Day?
12. In what month is All Fool's Day?
13. In what month is Independence Day?

Fill these blanks:

1. ——— Day comes in the fall.
2. ——— Day comes in the summer.
8. ——— Day comes in the spring.
4. ——— Day, ——— Day, and ——— Day all come in winter.

Rhyme of the seasons.

——— , ——— ,
Winter months are they.
 Then come the *spring* months,

——— , ——— , ——— .
 ——— , ——— , and ———

Thus the *summer* speeds.
 Next we greet the *fall* months.
 Gay——— leads.

——— and ———
 Follow in her train.

Then with white———
Winter comes again.

A QUIET WORD OR TWO.

BY E. D. KELLOGG.

Have you a new class this year, teachers? *Can* you go a whole month and not discuss them with or before other teachers?

Do some in the class strike you as "dear little things," and some as "horrid" and uninteresting? *Can* you keep all these first impressions in your own heart at present?

Have you a new principal? Has he or she some marked

peculiarity, that threatens to create an antagonism from the first? Or, are you congratulating yourself that he is just as nice as he can be?" Will it be among the possibilities for you to refuse to join in any discussion concerning him or her, till the newness is worn off a little and you have time to get a juster estimate? And can you ward off such discussions by other teachers?

Does it seem to you that your class "are no where near up to grade" requirements? That they are not ready to take up the new work and you *know* you can "never bring them up and do all last year's work besides?" Are you equal to the suppression of this opinion till their vacation-dulled brains begin to work again?

Why is it better to preserve a silence about all these things?

1. Because your first impressions cannot always be trusted and you are sure to find modifying circumstances by and by.

2. Because every criticism you make deepens the impression upon your own mind, and the difficult becomes a great deal more difficult after you have talked about it; a vague mental discomfort becomes a positive evil after it has found expression in words.

3. Because there is a great deal of well-meant, "confidential" talking over things among teachers the first of the year that sows the seeds of distrust and discontent, which bear bitter fruit before the year is out.

4. Then, too, another reason:—unjust opinions will permeate the mental air of a schoolbuilding and the unfortunate children, teachers or principal are unconsciously conscious of it and every fault becomes aggravated under its subtle effect. Is this too metaphysical? Ah! but there may be more truth in thought-waves than is dreamt of in our philosophy.—*Primary Education.*

If you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

WHEN you send "back" pay for THE JOURNAL, please name the agent with whom you subscribed.

THE Indiana Journal for Indiana teachers.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

THE A, B, C'S.

Don't worry over the names of the letters, the a, b, c's, as we call them. I think no question has come to me oftener than this one, "How and when shall I teach the a, b, c's?" and I say again don't worry over these letters.

In the first place, a child might learn to read and to read well without ever knowing their names; but they are a convenience and a helpful one, and for that reason they should be taught. The time and place of teaching is just at that point where it becomes necessary to speak of the individual letters or to refer to them in any way.

In the revised First Reader, the letter *a*, as an article, is taught in lesson 1, but as a letter, as a part of a word, it is not spoken of until lesson 7. If the work is done as slowly and carefully as it should be done it will be three weeks, probably, before lesson 7 is reached.

In lesson 7, the printed words *hat* and *Nat* are analyzed. The children are first led to give the three parts in the oral word. They are then told that the first part of the printed word (*h*) stands for the first sound. Here it becomes convenient to know the name of this first part and if the children do not know the teacher tells them its name is *h*. They then may speak of the *h* in this printed word as standing for the (*h*) sound. Similar work is done with the second and third sounds and they thus learn the names *a* and *t*, so in the analysis of this one word, which will occupy a whole recitation period, they learn the names of *h*, *a* and *t*, and associate each with a particular form and sound.

In the analysis of some words, only one new letter occurs, so in these cases the name of one letter only is learned in the one recitation. When the pupil completes the first part of the First Reader, he has learned the names of all the letters except *z* and he has had no occasion to speak of this letter—in fact he has not had a word with *z* in it. The pupil thus learns the names of the letters just as he needs to speak of

them and when the name becomes a great convenience, and he learns so few at one time that he never confuses them.

HOW TO TEACH NEW WORDS.

ILLUSTRATION.

The new words in the lists at the head of the lessons in the First and Second Reader—how and when shall they be taught?

This question must be decided from the inherent nature of reading itself; it must, if possible, be determined by the reading act. This reading act is the act of getting meaning from written or printed language; it is an act of interpretation, of looking into and through symbols for the thought they express. In the interpretation of a piece of statuary the significance of any part is seen by seeing this part in relation to the whole. The true meaning of the cherubs in the Sistine Madonna cannot be known by simply knowing what cherubs are, but their relation to the great thought in the picture must be comprehended before their real significance in the picture can be seen.

So in reading, the real true definition of a word abstractly given is not a purpose of the work, but the meaning of the word in relation to the thought of the selection is the idea the reading work should give, and usually, the best place to get this meaning is from the lesson itself.

While all this is true, it must be kept in mind that, in the First Reader, while some of the words are entirely new, all the rest are comparatively new. In a short lesson where six or eight or ten words are wholly new and the rest only recently learned (as is true of all the First Reader lessons) the work is difficult and the course to be pursued must be different from what would be done in the Second and Third Readers.

When pupils reach the Third Reader, and are really ready for the grade, they are able to take up the study of the lesson to find the thought embodied for their first work, and their attention need not and should not be called to the new words. The great body of words is so familiar and the thought they suggest so readily seen, that the meaning and pronunciation

of the new ones is very frequently suggested, so the pupil is able to get the thought from the lesson without any work upon the new words before searching the lesson for the thought. Before leaving the lesson, however, or before reading it orally, the teacher should make sure that there are no words which the pupils cannot pronounce or of which the meaning in this lesson is not clear.

Such a course can be followed through the latter part of the Second Reader (with a few exceptions) and in nearly every case in the Third; but because of the comparative newness of the words and the shortness of the lesson this plan cannot be followed in the First Reader and not often in the first part of the Second. Much more attention must here be given to the formal side of the work.

In these lessons it is necessary that many of the new words be taught before the lesson itself is attempted. Enough of the words should be taught before attempting to read the lesson so that the children can get the thought even if some of the words are new.

It does not answer the question as to what ones to teach before beginning the reading of the lesson, to say, for instance, six new ones are enough to leave and proceed to teach the first and second columns in order to reduce the number. This is not the principle on which the decision should be made, but probably this may be more clear from an illustration.

ILLUSTRATION.

Lesson 15, Page 74, First Reader.

The new words are: left, Kate's, shine, that, sister, John, race, running, win.

This is the lesson: 1. You see that John and Kate seem to have fine fun.

2. They are running a race to the fence.

3. See how Kate's eyes shine! I think she is going to win.

4. Look out, look out, John! or you will be left.

5. If John does not go very fast his little sister will be first.

In the first paragraph *that* and *Kate* are new words. There is almost nothing in the context to suggest them. At this stage these two new ones in so short a sentence are too many and the word *Kate* is readily pronounced without special aid.

This leads to the conclusion that it might be well to teach the pronunciation of *that* and leave *Kate*.

In the second paragraph, *running* and *race* are new. If the pupils know *running*, *race* will be suggested, (run a race,) and *race* is also very like in form to *face*—a known word. This suggests the idea that if *running* be known, the thought ought to be gotten without special work on *race*.

In paragraph three, *shine*, and *win* are new. *Kate's* will be readily recognized. It is hardly probable that either of the others will be suggested by the context; but, it seems to me, that a child ready for his lesson might recognize enough to help him in the pronunciation of *win* more readily than that of *shine*, and that it might be well to teach *shine* before reading the lesson and risk leaving *win*.

In paragraph four the only new word is *left*. No word similar to this has been used in any preceding lesson, and, while I should not teach it before taking the lesson, but trust to the lesson to suggest the word, other teachers might find it best in every regard to teach it alone before reading the lesson.

In the last paragraph the new word is *sister*, which, I think, will be suggested by the thought in the paragraph without any previous work upon the word.

So, as I look at reading, I think the new words in this lesson, and in all these primary lessons, should be made into two groups—one to be taught before attempting to read it, and the other to be gotten from the sense of the lesson, the latter to be re-enforced by the form of the word; for instance, when the child says he thinks "this new word is *race*, as people run races," he should be asked to look squarely at the word and see if it seems to say *race*. This should be done in every case of new words. It shows him the two ways of determining meaning—the word itself and the context.

IF I owned a girl who had no desire to learn anything, I would swap her for a boy. If the boy had no desire to learn, I would trade him off for a violin or a Rockwood vase. You could get something out of a violin: and you could put something into the vase.—*Charles Dudley Warner*.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS.

GRAMMAR.

There is a difference between grammar and a book on grammar; just as much difference as there is between zoology and a book on zoology. We have heard of people who wish to burn all the books on grammar and zoology. We do not wish to do this. It is better to teach the pupils how to use the books in studying the subjects. The books are a means and not an end. Pupils are prone to make them an end, and it does seem that teachers are prone to allow them to make them an end.

The science teacher tells us that the way to study a lobster is to get a lobster and study *him*, not a book about him. So we catch a lobster and observe him. We learn certain attributes, (a,) (b) and (c,) that belong to the lobster. Our classmate has examined another individual lobster and found attributes (a,) (b) and (c) belonging to his lobster. The teacher calls the class together, when it is found by comparing notes that nearly all have found attributes (a,) (b) and (c) belonging to the lobster that each has examined. The inference is that these are general attributes of the lobster. But here is one who has found only (a) and (b) in his lobster. Now what must be done? Refer to the book on zoology? No. "Look at the lobster again," says the teacher. He looks but does not succeed in finding attribute (c.) What then? Does some pupil say that my book says all lobsters have this attribute? If some one did say such a thing the student with the specimen would triumphantly present his lobster. No, we must examine the specimen. We do so, and show the doubter that he has not looked carefully. The attribute that we have denoted by (c) is pointed out to him. Now we, of course, are glad to know what the author of the book has observed in regard to lobsters. We turn to the chapter on this interesting animal. We find in it, not only his personal observations recorded, but the observations of many other persons who have made zoology a life study. They have all found the attributes (a,) (b) and (c) and several others that we failed to find. Do we now pro-

ceed to commit them to memory in order to "stand well" in the coming "test?" Not at all. The testy "test" is not troubling us. We are too busy studying the lobster to think about the test, (examination, we used to call it.) Our author says that attribute *d* is found in the lobster. We catch our lobster and ask him about it. Sure enough, there it is, just where our author said we would find it! We are delighted to find it and disgusted that we did not see it before.

Perhaps it might have been better for the pupils if the teacher had said, "You have done well, but one of the most important attributes you have failed to see." What an examination of every lobster would have followed. This is one illustration of the fact that a true teacher is better than the book can be.

But we headed this article "Grammar." The subject of grammar is just as real as the lobster. Before one could study the lobster, he must have the lobster presented to his intellect. To study the lobster through the book alone would prove futile. The same is true of grammar. The *subject* must be presented to the intellect. What *is* the subject? The ideas and thoughts that each of us has. We cannot examine these until we are able "to see within." It is a process of introspection to do this. A child is not able to do this, so he should not be asked to study grammar. He cannot study his own ideas and thoughts and the process of mind in getting them.

The pupil who begins grammar, then, should be led to center his thought not in the book, but on his own thinking.—The teacher might mention certain objects as pencil, house, tree, star, sun etc. Each pupil has ideas of these objects. Can you say something of each?" says the teacher. A variety of sentences, would follow if the teacher wishes them. The pencil is round', says one. Let us examine this thought," said the teacher. This thought is the lobster for one who gave it. Remember now that it is the *thought* we are examining and *not* its expression. The thought is an internal something but the expression is an external, tangible something.

Teacher.—What did you think about? Pupil. I thought about the pencil. T.—What did you think of the pencil? P.—I thought the attribute round of pencil. T.—Had you

the ideas *pencil* and *round* in your mind? P.—I had. T.—Did you see that the idea *round* belonged to the idea *pencil*? P.—I did. T.—How many ideas did you unite? P.—Two. Then how many elements in the thought, *the pencil is round*? P.—Three.

The teacher asked whether each had found this true of his thought. There were some who had not found it true. One pupil said that in his thought he found only *two* elements. "What are they?" said the teacher. The reply was "My thought is 'the sun shines. One idea or element is *the sun*; another the *act of shining*.'" The teacher asked him if he united the idea of shining with his idea of the sun. He replied that he did. "Well, then," said the teacher, "is not this uniting that you say you did a third element in your thought?"—"Yes, but we have only one word" said the pupil. "True," said the teacher, "but we are not now discussing words. We shall have something to say about them later. By this 'lobster plan' the pupils were led to see that these are the universal elements of the thought.

We hope to discuss the expression of the thought at another time.

CHILD STUDY.

Much is said now-a-days about studying the child. With many it is a fad—but it is a good fad. No one has a better opportunity to study children from six to fourteen years old than the room-teacher. The teacher of a country school has the best opportunity because he meets daily pupils of all ages from six years to eighteen years. We take it that the term *child*, as here used, includes all who attend the school below the high-school. We do not see why it *might* not include all who are studying under the leadership of a teacher. We do not quite see why the teacher in the high school, college or university should not study the "child" he is supposed to lead into higher life. We do not need to go to a university to study the child. "But what will this child-study amount to?" says some teacher who is very busy teaching reading, writing, arithmetic, geography, grammar, history, "busy work," etc., etc. This is a fair question. The results may not be easily

classified. They may not be measurable. They may not take any one to any definite point. But if one is centering his attention in the child himself, he will soon feel that the school is for the individual child—it must do something for this child. When the teacher becomes acquainted with this child's peculiarities and knows child-nature in general, he will be more likely to do something for him than he would if he had made no such study. The teacher who studies children will stop trying to teach the class and turn his attention to the individuals that make the class. This will be one great gain. Again, the teacher who studies the child thoroughly will cease to insult children. A child comes in tardy, and the teacher begins a tirade of abuse before the pupil has had an opportunity to explain. "You ought to be ashamed of yourself for coming in at this hour. Go to the principal immediately." All this and more in hearing of the entire school. How would any grown person take such a blast as this? A study of the child-side would do away with such outrages. This is only one illustration of the bad attitude the teacher often has toward children, even in the high school.

Too often children are not led. They are driven. They get lessons and "behave" just because the teacher says they must. They do it all for the teacher. We hear some one say, "Children should learn the lesson of obedience." We agree, but there are other lessons to learn. We do not think much of the man who does not steal our horse just because he is afraid that he might be compelled to serve a term in the State prison for stealing it. He obeys the law. He does not steal. But we like him not.

DECIMALS.

"How shall I begin decimals?"—F. L.

The answer to this question will be found in the subject and in the learners.

Decimals are much like integral numbers so far as the expression goes. They are like fractions, in fact, are a particular class of fractions.

Do the pupils you have to teach know integral and fractional numbers? Yes. Then the how to begin is plain.

Recall, in some way, their knowledge of fractions so that they will see this particular class called decimals. e. g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$. 1-16. What part of a half is a fourth? What part of a fourth is an eighth? What part of an eighth is a sixteenth? What have you divided by each time? What part of 1-10 is 1-100? What part of 1-100 is 1-1000? and so on. By what have you divided each time? Write 111 where all may see it, placing the period after it as you write it. Call up the fact that the left-hand one denotes hundred, that the next denotes ten and the next, one. What part of one hundred is one ten? What part of one ten is one? By what have you divided? Suppose we were to follow this suggestion and write the *figure* one at the right of the period. What would it represent? One tenth. Suppose we were to write another one at the right of this, what would it represent? ~ One-hundredth. Will not the pupil from this suggestive work be able to *write* and to *read* decimals? Will he not be able to add and subtract? But what about multiplication and division? Will it not be both pleasureable and profitable for him to "work these out?" But must the teacher refuse to help? No. To *help* is what the teacher is for, but avoid doing it *all*. Help. Suggest. "Multiply .1 by .1" says the teacher. The pupil says that it is easy for him to see that "once one is one," but he is not sure whether it is one-tenth or something else. The teacher writes the following on the board $.1=1-10$ and waits.

"O, I see!" says the pupil. He is acquainted with this form. It has suggested to him the fact that to multiply any number by one-tenth is to take one-tenth of it. He knows from his experience away back yonder in the primary grades that if every tenth of any one were divided into ten equal parts, that the one or unit would be divided into one hundred equal parts. We do not mean to say that he consciously said or thought all this in this form. We mean that he *knew* it and what the teacher did caused him to call it up and use it. He then said, "I see!" and wrote .01. A few examples, easy ones, thus worked out will enable him to discover a rule for multiplication of decimals. Yes, the teacher could have told him the rule in much less than half the time, but the discovering of the rule is worth more to the pupil than the rule is. We are trying to teach the pupil with the rule.

OCTOBER DAY PROGRAM.

(Decorate the school-room with golden-rod and corn. By stripping back the husks of a dozen or more ears of corn, and then braiding the husks so that the ears fall in a sort of fringe, a pretty lambrequin is made for the tops of the windows. Buckeyes strung and festooned make a pretty autumn decoration. Several strings of these in a doorway make a fine portiere.)

1. Recitation.

OCTOBER.

The golden rod is yellow,
The corn is turning brown;
The trees in apple orchards
With fruit are bending down;
The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook,
And asters by the brookside
Make asters in the brook.
From dewy lanes at morning
The grape's sweet odors rise;
At noon the roadsides flutter
With yellow butterflies.

By all these lovely tokens,
October days are here,
With summer's best of weather
And autumn's best of cheer.

—*Selected.*

2. Recitation.

"Now you will change your robes of green.
For others as pretty as any e'er seen;
They'll be made of red and gold.
Come, little leaves, come one and all,
Now is the time for you to fall.
Say good-bye to the trees so dear,
This is the Autumn or Fall of the year."

3 Recitation.

GOLDEN-ROD.

Here tossing my plumes at the top of the stem,
I gather the sun rays to give them again.
High over the grasses I wave and I nod
And bend, and they call me the Golden-rod.
When the fairies are out in the clear moonlight
I stand as sentinel all the long night,
To guard the meadow and hill and lane
And warm them when daybreak is coming again.
The two tallest elves of the gay fairy band
Climb to the top of my stem, where they stand
To look toward the east for the first sign of day;
Then they call to the dancers and all haste away.
Their light, gentle weight just arches my stem
At the very tip-top, and that's why I bend.
That, and whispering down to the grasses,
To tell them of every bright thing that passes.
I can only tell them of things that are bright,
For they're all I know, the sun and his light,
The beautiful rainbow, the moon soft and mellow,
And the glittering stars of golden yellow.

— *W. S. in Child-Garden.*

4 Recitation.

THE GOSSIP OF THE NUTS.

Said the Shagbark to the Chestnut
"Is it time to leave the burr?"
"I don't know," replied the Chestnut
"There's Hazel Nut——ask her.
"I don't dare to pop my nose out,
Till Jack Frost unlocks the door,
Besides, I'm in no hurry
To increase the squirrel's store.
A telegram from Peanut says
That she is on the way;
And the Pecan Nuts are ripening,
In Texas, so they say."

5. Reading.

Fall! How eloquent the word! The flowers fall in the gardens, the fruits fall in the orchards, the nuts fall in the woods, the stars fall in the sky, the rain falls from the clouds, the mercury falls in the tubes, the leaves fall everywhere and *Fall* it is.

The wind is sighing round the corners, moaning over the thresholds, singing at the windows, roaring over the chimney-tops and harping through the forests.

The gray clouds look angry and sullen. The great, heavy drops, come driving against the window-panes; the cattle stand in the fields, with the wind astern; the sheep gather under the lee of the barn. * * * The black-birds, a rabble rout, hold high council of flight on a dry elm in the meadow; there is a twitter, and a flutter, and a great acclamation. Up go the swallows in a cloud; away ride the sparrows on a billowy air. The robin and his wife hear the sound of wings in the thicket and go too. The owl looks out from his hollow tree and gathers still closer, his russet muffler about his ears.

It is the Saturday night of Nature and the Year. There is nothing more to be done; everything is packed up; the wardrobe of Spring and Summer is all folded away in those little russet and rude cases and laid away here and there, some in the earth and some in the water and some flung upon the bosom of the winds and lost as we say. So the smiling, dying year is getting ready to depart.--*Benj. F. Taylor.*

6. Recitation.

HOW MARIGOLDS HAPPENED TO BE.

Dame Nature years and years ago,

Sat resting in a shady bower,

And looked into a cottage yard

Without the grace of one wee flower,

To thank for light the sweet blue skies

And bless the children's longing eyes.

She leaned her head upon her hands,

And took her glasses off to think;

"Sunshine there is to spare," she said,

And dew enough for all to drink,

If there were many blossoms more
To grow upon earth's green floor."
Then rising quickly from her seat
She plucked beneath the cottage eaves
The sunbeams that were wasted there,
And bound them into tiny sheaves,
Tied them with dainty bands of green,
And then on small stems scarcely seen,
Set them beside the cottage door,
Beneath the wall, and by the gate,
And when the morning came that way
It found them all in golden state,
Gay blossoms lifted toward the sky,
And nodding to a butterfly.
The dew was on their shining heads,
Just ruffled by the laughing breeze;
The children danced and clapped their hands;
Out from the corn-flowers flew the bees.
All summer breathed in their rich folds,
And people called them marigolds.—*Susan Hartley.*

7. Recitation.

MAIZE FOR THE NATION'S EMBLEM.

Upon a hundred thousand plains
Its banners rustled in the breeze,
O'er all the nation's wide domains,
From coast to coast betwixt the seas.
It storms the hills and fills the vales,
It marches like an army grand,
The continent its presence hails,
Its beauty brightens all the land.
Far back through history's shadowy page
It shines, a power of boundless good,
The people's prop from age to age,
The one unfailing wealth of food.
God's gift to the New World's great need.
That helps to build the nation's strength.
Up through beginnings rude to lead
A higher race of men at length.

How straight and tall and stately stand
Its serried stalks upright and strong!
How nobly are its outlines planned!
What grace and charm to it belong!
What splendid curves in rustling leaves!
What richness in its close-set gold!
What largess in its clustered sheaves,
New every year, though ages old!
America, from thy broad breast
It sprang, beneficent and bright,
Of all the gifts from heaven the best,
For the world's succor and delight.
Then do it honor, give it praise!
A noble emblem should be ours: -
Upon thy fair shield set thy Maize,
More glorious than a myriad flowers.
And let the states their garlands bring,
Each its own lovely blossom sign;
But leading all, let Maize be king,
Holding its place by right divine.

---*Celia Thaxter, in New England Magazine.*

8. To be printed or written on the blackboard.

"The golden-rod is blooming now,
The corn is turning brown;
The apples in the orchard,
With weight are bending down."

EDITORIAL.

"Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise,
To higher levels rise.

The tidal wave of deeper souls
Into our inmost being rolls,
And lifts us unawares
Out of all meaner cares."

THE Indianapolis schools have opened unusually full, there being already enrolled more than 16,000 pupils.

THE *Cosmopolitan*, an educational paper published the past three or four years at Evansville, has "turned its toes to the daisies." Bro. Graff has our sympathy and condolence. This furnishes another proof that it is a great deal easier to "start" a paper than it is to "make it go."

THE September issue of the JOURNAL, although several hundred larger than usual, was entirely exhausted long before the demand for it was supplied. Notwithstanding the hard times, the JOURNAL's list of subscribers is larger than for many years. If those who do not care to keep a file of the JOURNAL will return the September number in good condition we will be glad to extend their time one month. This will enable us to supply the demand of those who wish to keep an unbroken file.

NOT A BAD IDEA.

The State Superintendent of Michigan, in order to get the teacher's view of teachers' institutes and the manner of their conduct, has formulated nineteen questions and sent to teachers all over the state, asking for specific answers and promising that these answers shall be strictly confidential.

The first five questions bear upon the work and efficiency of commissioner, (corresponding to our county superintendent.) The remainder refer to the work of the instructors and lecturers. The superintendent wishes to secure information and suggestions that will enable him to better direct the work done in the institutes.

REMOVAL OF THE STATE UNIVERSITY TO INDIANAPOLIS.

Much has been said recently in the papers about removing the State University to Indianapolis. Those favoring the movement urge the central location and easy accessibility from all parts of the state, but more especially the increased advantages afforded by a large city, especially to the departments of law and medicine. They claim that more room is demanded for the insane of the state and that the present buildings can be utilized for a hospital and need not be lost.

The JOURNAL admits the force of these arguments but can think of reasons why the removal is not likely to be made. In short, it does not believe that the people of Bloomington need lie awake of nights lest they should lose their University.

LICK UNIVERSITY TO BE OUTDONE.

Allegheny, Pennsylvania, is to have the world's largest lens. The Lick University has now the largest in use, but it is only thirty-six inches, though the world has looked upon it as a wonder. The Yerkes Observatory of the Chicago University is having a glass ground of a diameter of forty-two inches, which will eclipse the Lick lens by six inches, though itself will be beaten by eight inches. The cost of the lens is very great, that of the Naval Observatory Washington twenty-six

inches, having cost \$46,000, and that of the Lick Observaiory \$52,000. The lens for Allegheny will cost considerably more than the last named. Great and surprising results will doubtless come from the use of these higher power glasses. Several years must elapse before the Allegheny glass can be in readiness for use, three years having been required to produce the Lick lens.—*Ex.*

LELAND STANFORD UNIVERSITY.

The newspapers have recently contained varying statements in regard to the financial condition of Leland Stanford University. From the fact that suit had been brought against Mr. Stanford's estate the inference was made that the whole estate including the present endowment was in danger.

The facts seem to be that the present large endowment is not involved at all; and that the whole sum sued for is but a small fraction of the estate. No distribution of the estate however can be made and Mrs. Stanford cannot control it till this suit is disposed of.

Mrs. Stanford has recently stated that all of her property and all of the estate willed to her by Senator Stanford is with the exception of a few comparatively small bequests to go to the university, and that when the estate comes into her private possession it will be used for the university during her life, as it will be after her death. There is an ample income to keep the university going at its present cost of about \$200,000 a year. The estate, of which she is executrix, was appraised at \$17,000,000. This includes the bequests of \$2,500,000 to the university, and that of \$300,000 to Thomas Walter Stanford, of Australia, which has been turned over to the university by Mr. Stanford.

The university, however, can get nothing from these bequests until the distribution is made. As soon as distribution is effected the Stanford University will at once have added to its available income the income of \$17,000,000. It will, from time to time, have practically the income of the entire Stanford fortune, which in times of ordinary prosperity, would exceed, it is stated, \$1,500,000 a year. Its income will be thrice that of Harvard, the richest of American universities, and greater than that of the University of Berlin.

THE SCHOOL EXCURSION.

We copy in the JOURNAL this month Dr. Rice's account of the Anderson excursion, together with his comments and suggestions. It is full of valuable suggestions and should be read by all. It is valuable because it suggests a new form of instruction. While not many will be able to take long excursions on account of the cost, hundreds can take short trips that will be full of interest and profit.

W. S. Almond, superintendent of the Delphi schools, says that three years ago, when he was superintendent at Salem, he organized a school excursion somewhat on Dr. Rice's plan. The following extract from

Mr. Almond's letter will show to what extent he had thought out and planned his work in this line of instruction:

"In the excursion undertaken with my pupils and teachers we were accompanied by a regular physician who looked after the health of the party. The distance, more than 1200 miles, was traversed without a break or accident. The time occupied was seven days and the entire cost to each less than \$20.

"Leaving Louisville we had a ride of 150 miles on the beautiful Ohio River, reaching Cincinnati early in the morning. We spent almost the entire day in the Zoological Gardens. Taking a sleeper from Cincinnati we were at Niagara early the next morning, where we spent nearly three days viewing every point of interest, members of the party tramping up and down on both the Canadian and American sides of the river. Crossing the lake we spent one day in Toronto, where, under the direction of a careful guide, we used the time to the best advantage.

"During the entire trip the pupils were under as perfect control as at any time in a school session. In fact, the guide in Toronto said it was the first time he had ever seen a party of *twenty-four* persons moving in such perfect accord. It is very probable we had an exceptionally good class together. The trip in all of its details was not planned carefully and hence the utmost good was not derived. That its educative value was great and that it was thoroughly enjoyable, all will admit."

OPENING OF THE INDIANAPOLIS SCHOOLS.

On the Saturday before the opening of the Indianapolis schools the more than four hundred teachers that make up the corps, met to greet their new superintendent, David K. Goss. After some preliminary exercises the president of the School Board introduced Mr. Goss, who spoke as follows:

"The educational evolution of this city has been a process whose broad outlines have been not unfamiliar even to us who were not of it, to you by whom and out of whom this school system has grown it is almost sacred. The organization of public education here, like any popular institution among a civilized people, is highly complex in its relations and extremely delicate in its adjustments. This institution, like all others that have vitality and lease of life, is neither the invention of any one man nor the product of a handicraft, but the embodiment of the common life and wisdom of a remarkable community for more than a generation.

"Undoing such an institution for the mere sake of change, or meddling with it because one is 'new' and therefore expected 'to do something,' would be foolish, or disastrous, or both. It will be time enough to announce programmes after we have taken counsel together, after we have familiarized ourselves with what we have to deal. The reforming of things that are not first understood is a vice of the age, and betrays a lack of both insight and reverence. Until the path of the forward movement becomes apparent, we have but one clear duty

to perform, to maintain the standards of scholarship and efficiency; to set our faces hard against the forces which in all our communities work for the disintegration and dishonor of every institution; to let all know that preferment and place follow preparation and not importunity. For in general it is true that wherever there has been failure in American institutions the cause is to be sought in the lack of integrity in administration, rather than in any incompleteness of scheme. Our governments are now standing face to face with the question whether the public shall assume control and ownership of vast concerns hitherto in private hands. But this question resolves itself into the simple one, "Can we trust the public administration?"

"You people of these city schools know and have felt the forces of reaction. Because you have resisted them the reputation of these schools has filled the country. I hope that the new administration may as much deserve that earnest and continual support which you have so freely accorded my predecessor. This is all of our programme. The only promise to be made is that personal relations shall be sacrificed whenever they run counter to the interests of the public administration."

After reading the above Mr. Goss spoke extemporaneously, for some time of some of the characteristic features of the school laws of Germany and made comparisons with those found in this country and this state.

DUTIES OF A SCHOOL SUPERINTENDENT.

The duties of a superintendent naturally divide into two parts. First, the superintendent must do the general managing, such as settling difficulties between parents and teachers, and between teachers and pupils, promoting pupils, looking after the school supplies and their distribution, seeing that the janitors do their work faithfully, making out and receiving reports and a hundred other things not necessary to mention.

These formal and external things too often absorb the superintendent's entire time and thought and leave no room for what ought to be his main work. The other part and the most vital part of the superintendent's work lies in the field of *instruction*.

The entire school machinery, including buildings, books, supplies, superintendents, teachers and all, are of no use, if the instruction fails. In short the school exists for the child. Then the great problem is how to make the instruction most effective. The superintendent, of course, can only work through his teachers, and unless he can direct, suggest, instruct and inspire them, he is only doing half his work, and the less important half at that. There are ten superintendents who can "manage" things, and keep the "machinery" running smoothly, to where there is *one* that can give real help in the best methods of instruction. In order to do the best for the children the teacher must know the best and feel the best, and do the best. Real

instruction is not a mechanical process that can be imposed from without; it is an evolution, a growth, that can only be achieved by one who understands the processes of mind-growth and has a real interest in and sympathy with child life.

Teachers' meetings should be held regularly for the purpose of studying these vital processes, and the superintendent should be the *leader*. The superintendent who cannot lead in these studies is unable to perform the most important duty connected with his office.

The writer heard a teacher from a city of more than five thousand population say:

"We never have teachers' meetings and in the past two years our superintendent has never made a suggestion to me in regard to the instruction side of my work." This is certainly a severe criticism on the superintendent. A superintendent who spends all his time with the machinery of his schools—it matters not how smoothly this machinery may run, or how popular the superintendent may be—fails absolutely in the most important function of his office.

There is a growing demand for superintendents who are students, and who can superintend not only the outside of the school work, but the inside also.

LEWIS H. JONES IN CLEVELAND.

Superintendent Jones, formerly at the head of the Indianapolis schools, took formal charge of the public schools of Cleveland September 8, and was introduced to the one thousand teachers by school director Sargent. The teachers, who had listened to an address from him on a former occasion in Cleveland, applauded him warmly. After stating his pleasure at being at the head of the Cleveland schools and his determination to consecrate himself to the work, Mr. Jones made an address in the course of which he said:

"This occasion seems a fitting one at which to make some little statement of the principles on which it is proposed to lay out and conduct the work of the Cleveland public schools. Such statement is necessary to the end that there be a clear understanding among us, leading to united effort and harmonious action. The most hopeless waste in the world is the waste of honest effort. The competitive struggle almost everywhere visible in the domain of nature, as well as in the domain of man, doubtless has its value, resulting in a rude, blind way, in the final survival of the fittest; but co-operation is a still higher principle, resulting in making more things fit to survive. And when we rise from mere nature into the domain of spirit the highest ends of life are to be reached only through friendly co-operation. But if this unity of action is to be of the best kind it must result from intelligent choice by the individual members of the teaching force, rather than from arbitrary dictation by the superintendent. The work of teaching is of such delicate nature, involves so much of the spiritual, that it is rarely well done by the one who works under arbitrary direc-

tion. It is the teacher whose soul is in it, other things being equal, that succeeds best. The teacher must feel that she is allowed to do her work in such a way as to preserve her self-respect. To this end each teacher must have her interest enlisted, her intelligence respected and cultivated, her reason convinced, and then last, but not least, she must be held to do the best she can—employing her best self, using her highest capabilities and exercising highest measures of common sense. The golden rule of improvement is to work up to the limit of present capability. Capability itself will then grow at a marvelously rapid rate. The school exists for the pupil, and not for the teacher. The teacher teaches that the pupil may learn. The first outcome of learning is scholarship, but the highest is conduct. No pupil has really learned his lesson till it has touched his intellect, and his feelings, and his will, and has been transformed by training into habitual tendency toward right conduct. It is to be our arduous attempt, then to teach conduct as a practical part of school work, and to reduce arbitrary government to as small a portion as possible of the teacher's work. It is possible that a teacher may have to give attention at first directly to conduct. She may have to govern for a while by arbitrary methods in order to get the conditions for true teaching. But she can soon change this order of procedure; and her real success is to be measured by the amount of self-control which she finally induces in those who at first must be controlled from without. Municipal government is the great political question of the age. Its difficulties come largely from a class of persons, some of them foreigners, who have never been taught to control themselves in the interests of a higher life, but have been accustomed to restraint only from without. The money paid to the teacher is partially squandered if it does not result in a higher and more self-respecting grade of citizenship in the pupils."

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR AUGUST.

SCIENCE OF EDUCATION.—1. Discuss sympathy as a necessary element or accompaniment of a good school, showing its importance in both instruction and discipline; also, distinguishing, so far as may be the various phases of the feeling as related to school work—as sympathy among pupils, sympathy of pupils with teacher, sympathy of teacher with pupils; or discuss the subject of Apperception as a necessary accompaniment of good instruction.

PHYSIOLOGY.—1. Describe in brief the peripheral nervous system and its functions.

2. Describe the alimentary canal, and explain the functions of the various parts. *Give a full discussion of (1) or (2.)*

READING.—"Frugality may be termed the Daughter of Prudence, the Sister of Temperance, and the Parent of Liberty. He that is

Extravagant will quickly become poor, and Poverty will enforce dependence and invite corruption.—*Dr. Samuel Johnson.*

1. What is Frugality? 10
2. How can it be called the "Daughter of Prudence"? 10
3. How the Sister of Temperance? 10
4. Or how the Parent of Liberty? 10
5. Why should these words be printed with capitals? 10
6. Why will the Extravagant quickly become poor? 10
7. How does Poverty enforce dependence? 10
8. Why does it invite corruption? 10
9. Who was the author of the above quotation? 10
10. Name a great work of his which made him celebrated throughout the world of literature. 10

ENGLISH GRAMMAR.—1. O, *brother*, I have seen the yew tree *smoke, spring after spring*, for half a hundred years. Analyze this sentence.

2. Give the use in the sentence of the words in italics.
3. What is an adjective pronoun? Give three sentences containing adjective pronouns and underscore the words so used.
4. How would you lead a class to see the difference between an adjective and an adverb?
5. What classes of adjectives will admit of comparison? Why will they? Illustrate.
6. Correct, giving the reasons: All the girls had gone except her and I.
7. When should a collective noun take a plural verb and when a singular, if the noun is subject? Give an example of each.
8. What is a subordinate expression? How does it differ from co-ordinate expression?
9. Are the italicized expressions verbs in the passive voice? Give reasons for your opinion:
 - (a) Hercules *was asked* by Atlas if he would hold the earth for him.
 - (b) My dress *was finished* and ready for me.
10. Point out the adverbial modifiers in the following and state what adverbial ideas they express:
 - (a) We silently gazed on the face of the dead.
 - (b) And we bitterly thought of the morrow.

GEOGRAPHY.—1. Draw an outline map of the United States. Locate Chicago, San Francisco, Boston, Los Angeles, Omaha, Minneapolis, Milwaukee, Denver, Olympia.

2. In the study of Geography in the common schools which should receive more attention, the physical or political geography of a country? Why?

3. Name five large American cities not located on navigable waters.
4. What effect have the Andes Mountains upon the climate of Brazil?
5. How can you account for the density of population of China? Why is it more densely populated than western Europe?
6. Give the political boundaries of Argentine Republic. Of the Russian Empire.

7. How is the climate of Asia influenced by its mountain distribution?

8. Name the three most important cities on the Mediterranean, or its inlets, from a political standpoint. Give reasons.

9. Locate Borneo, Java, the Isle of Wight, Madagascar.

10. Bound Arabia. What is the form of government and religion? Of what commercial importance?

U. S. HISTORY.—1. Describe the money of the Indians at time of the first settlements of America. Their "totems." Their religion. Their general character.

2. By what nation was New York first settled? Upon what did they base their claim to the country? Where did they settle?

3. Give a brief account of the life of Benjamin Franklin, naming the important public events in which he took a prominent part.

4. What was the condition of American States at the close of the Revolutionary War?

5. Give an account of the introduction of railroads into the United States. Give a description of the cars and locomotives first used.

6. Give an account of the capture of New Orleans in the Civil War.

7. Give the principal events of Hayes' administration.

JULIUS CÆSAR.—(*Answer any six.*) 1. Explain, briefly, the nature of the drama as a form of literature.

2. Name three or more English dramatists, and tell at about what period they lived.

3. What are considered some of the principal excellences of Shakespeare as a dramatist?

4. On what great historical event is the drama of "Julius Cæsar" based? Give the date of this event.

5. Name the leading characters in the conspiracy; also the leading characters constituting the Cæsarean party.

6. In scene I, Act 1, the pun is frequently used? By what person is it used? What is the nature of the pun?

7. Show that this scene exhibits the Roman populace as inconsistent and fickle.

8. *Flavius*—

"These growing feathers plucked from Cæsar's wing
Will make him fly an ordinary pitch,
Who else would soar above the view of men,
And keep us all in servile fearfulness."

What qualities of character does Flavius here by implication impute to Cæsar?

9. By what means does Cassius seek to plant the idea of conspiracy in Brutus' mind?

10. *Cassius*—

"There was a Brutus that would have brooked
The eternal devil to keep his state in Rome
As easily as a king."

Show what motive Cassius here seeks to excite in Brutus.

ARITHMETIC.—1. What are the fundamental processes of Arithmetic? With what does Arithmetic really deal?

2. What ideas should be developed by the first Arithmetic lessons? How?

3. Express as a decimal—

$$2\frac{1}{2} \times \frac{\frac{3}{4} \text{ of } \frac{5}{9}}{\frac{1}{3}} \times 3\frac{1}{2}$$

4. A merchant sold at a loss of 6%, losing \$12.48. He reinvested and sold at a gain of 8%. Did he lose or gain in the two transactions? Analyze.

5. How many sq. ft. on the surface of a stone 6 ft. long, 4 ft. wide, $1\frac{1}{2}$ ft. thick?

6. How must cloth, costing \$3.50 per yard be marked that a merchant may deduct 15% from the marked price and still make 15%?

7. What will it cost for one-inch pine flooring in a room 30x40 at \$16 per M?

8. A merchant bought 18,288 m. of goods at \$2.40 per meter and sold it at \$2.75 per yard. How much did he gain?

9. $\sqrt{15.625}$.

10. $\frac{1}{2}$ is what per cent. of $\frac{2}{3}$?

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—A fellow-feeling makes us wondrous kind. When the teacher can put himself in the place of the pupil with his crude and inexperienced notions, and call to mind his own condition when he was a pupil,—then he can direct his thoughts and actions so as to suit the pupil's condition, and he will not fail to do this if he possesses that valuable element—sympathy. The pupil, seeing that the teacher is earnestly interested in his welfare, is inspired with hope and confidence which beget effort; and the absence of antagonism on the part of the teacher leads to a disinclination on the part of the pupil to engage in disorder. Hence a feeling of sympathy tends to aid strongly in discipline.

A pupil's sympathy for another pupil may take a right course and it may not. Sometimes such sympathy leads one pupil to aid another in some way that is harmful both to the pupil helped and to the discipline of the school. If such sympathy is manifested by proper aid and encouragement at proper times, then it is wholesome; if manifested for some fellow-pupil who has been righteously disciplined for some violation of good order,—then it is misplaced and may do harm to both parties concerned.

A pupil's sympathy for his teacher may be brought about by his noticing the anxious, care-worn expression which the duties of the school have developed on the teacher's countenance. The pupil sometimes manifests his feelings by offers of aid in doing some of the minor duties that are connected with the life of the school.

Ideas are not knowledge-power unless they have been apperceived.

They cannot be held firmly in the mind or used advantageously unless they form steps or links to other ideas also in the mind. Ideas dissociated are of no special value because they do not contribute to mental activity or power. Welded to, or assimilated by other ideas, through kindred relations, and the thought thus formed has brought about mental activity, and has increased the mind's store of knowledge.

Hence the efficiency of instruction may be measured by the nature and amount of relationship which a teacher has caused to be brought about in the pupil's mind between the new idea and the "stock in hand," already in the mind; and by the completeness with which the new idea has been assimilated by the mind's "stock in hand," and transferred into thought energy for future conquests in the mental arena.

ENGLISH GRAMMAR. 1. This is a simple sentence; "I" is the subject; "have seen" is the predicate; "O" is an exclamation; "brother" is nominative independent by direct address; "tree" is the direct object; "(to) smoke" is an attributive object of "have seen," and an adjective modifier of "tree;" "spring after spring" is an idiomatic phrase used adverbially; (*for* may be supplied to govern the first "spring"); "for half a hundred years" is an adverbial phrase denoting time; "half" is the object of "for," and is modified by (of) a hundred years; etc.

2. See answer to 1.

8. A subordinate expression is one that limits or modifies another expression; the subordinate expression is of a *lower rank* than the one modified. A co-ordinate expression is one that is *equal in rank* to the one with which it is co-ordinate. (Or, it is an expression the chief parts of which are of equal rank, being joined co-ordinately.)

9. "Was asked" is a verb in the passive voice, because it is followed by the phrase "by Atlas," and the expression may be changed to the active voice, as *Atlas asked Hercules, etc.*

"Was finished" is not a verb in the passive voice, because "finished" here denotes an attribute of condition, and does not have any reference to activity performed by any one.

10. "Silently" and "bitterly" express adverbial ideas of *manner*. The ideas are near related to *kind*; as, a silent gaze—a bitter thought.

"On the face" expresses an adverbial idea of *place*; "of the morrow" expresses an adverbial idea in regard to the nature of the *thinking*.

GEOGRAPHY—2. The physical, because certain important features connected with the political geography considered as effects are directly traceable to certain prominent physical features considered as causes: as, relief forms, drainage, climate, nature of soil, etc.

5. The wants of the Chinaman are few and he has formed a liking for living in crowded apartments. He dislikes the coming of foreigners into his country, and his dislike to a change of associations and customs has kept him for centuries within his own boundaries. Only in the last fifty years have many of them ventured to emigrate to any considerable extent. The foregoing, together with the ease with which life is main-

tained in China and their great lack of a proper education among the people, has kept the Chinaman at home until the population has reached its present enormous figures. China is more densely populated than western Europe, because there the people are endowed with different racial characteristics, have kept pace with the progress of the world, and have become possessed of energy and industry—all tending towards the creation of a desire to emigrate—which desire has been carried out on an extensive scale for the last four hundred years.

7. The Himalayas turn the rains back to the lowlands of India and thereby render the high plans of Tartary a barren desert; and the radiation of heat from this high sandy table-land makes the snow line higher on the northern side of these mountains than on the southern side. The highlands around Turkestan cause the seasons of this country to be—"spring, sudden and fleeting; summer, dry and burning; autumn, rainy, gloomy and short; winter, long, dry and constantly cold."

The mountain ranges connected with Mongolia also produce extremes of heat and cold on the territory surrounded by them.

The general effects of the highlands of Asia are to produce extremes of heat and cold; and of aridity and rainfall—on the adjacent or enclosed territory.

U. S. HISTORY.—1. "Beads made of shells were called wampum. These served them for money. The Indians believed in a Great Spirit who had made the world, and whose goodness they celebrated by thanksgivings. They also believed in an Evil Spirit, who might bring upon them famine or sickness, or defeat in war, and whom they sought to appease by fastings and sacrifices.

"With but few exceptions the Indians were treacherous, cruel, and revengeful. Often hospitable and friendly when at peace, they were merciless and brutal in war." (See Mont. U. S. Hist. par. 37, 38, 39.)

2. New York was first settled by the Dutch, on Manhattan Island. Their claim to the country was based on the voyage and discoveries of Henry Hudson, an English captain in the employ of the Dutch East India Company. (See paragraph 59.)

3. Benjamin Franklin was born in Boston, 1706; died in Philadelphia, 1790. He took a prominent part in the cause of American Independence, helped to draft the Declaration, and was one of its signers. His services as ambassador to France were of inestimable value. (See page 131, foot-note.)

4. At the close of the Revolutionary War the condition of the American States was not promising. There was no general government, the soldiers were unpaid, jealousies existed among the States, on the western border the Indians were still hostile, no provision for commercial intercourse existed, etc. (See paragraphs 192, 193, 194, 195.)

5. In August, 1829, the first steam locomotive in the United States was put into service on the "Delaware and Hudson Canal Railroad." Steam was soon introduced on the Baltimore and Ohio and the Albany

and Schenectady railroads, and on that of South Carolina from Charleston to Hamburg. The first passenger cars resembled the stage-coaches. (See paragraphs 252 to 255.)

6. (See paragraphs 331, 332.)

7. (a) Withdrawal of the National troops from the Southern States. (b) Railway Riots. (c) Silver remonetized. (d) Deepening of the chief mouth of the Mississippi. (e) Resumption accomplished.

ARITHMETIC.—1. (a) Addition, subtraction, multiplication, and division. (b) With quantity. (As a science it treats of the properties, relations and principles of numbers.)

2. Ideas of quantity; by means of objects.

3. Answer, 2,27864 $\frac{7}{8}$.

4. He gained \$3.16+.

5. Answer, 78 sq. ft.

6. Cost price=\$3.50; 115% of \$3.50=\$4.025, selling price; \$4.025 is also to be 85% of the marked price, from which 100% of marked price=\$4.735+.

7. Answer, \$19.20.

8. Answer—he gained \$11.108+.

9. Answer, 2.5.

10. Answer, 75%.

ANSWERS TO LITERATURE QUESTIONS.

1. As a form of literature the drama represents man in action. Here he gives not merely verbal but active expression to his motives and convictions. He not only speaks but acts, toward the attainment of those ends that are to him supreme. Many ends or seeming goods present themselves to him, some of which are contradictory. Some of these ends which man proposes to himself are, and some are not, in harmony with the universal good, or we may say with the ethical order of the world. Man is therefore represented as rational in determining what ends are worthy, and as free in choosing the higher or the lower. The drama is both rational and ethical. Psychology and logic give us abstract disquisitions on the perfection of reason. The drama on the other hand is concrete, and represents man in the actual solution of the rational problems presented to him. Again, a complete system of ethics would lay down abstractly all the ends of human action in their proper relations of co-ordination and subordination, of contradiction and co-operation; while the drama gives us through concrete action an exhibition of the same ethical principals or ends. It is to be observed then that while the drama is never logic or ethics, it is always rational and ethical.

It has been held by a class of superficial critics that the drama does not *teach* anything. But what is it to teach? To teach is to exhibit truth to the end that it may be seen, and this is exactly what the drama does. Others with more show of reason have claimed that while the drama is always a teacher, it is never a preacher. But let us see

Every great drama proclaims the gospel of right conduct, ethical action. It makes man free to choose his ends and holds him accountable for the wisdom of his choice. It never exhorts; but it represents higher life and liberty as the sure reward of the proper use of freedom, and loss of life and liberty as the logical sequence of the abuse of freedom. To him who hath ears to hear, a great drama is a great sermon.

There is in the drama also an artistic element. This is of most importance, for it is this that distinguishes the drama from philosophy and ethics and makes it literature. All art consists in the adaptation of means for the attainment of some one end. The drama is a very complex structure, consisting of many parts, all of which must be in perfect harmony with one another and with the whole. The dramatic writer must not only subjectively seize the ethical principles with the clearness of a philosopher, but with the practical sagacity of the inventor or the man of business, he must objectively express his conceptions in action so skillfully planned, that it will show all the inner conflicts and the final triumph of the principle that is supreme. This requires almost infinite art.

Then briefly let us say that as a form of literature the drama is a rational, artistic expression in action of the conflict between ethical principles and of the triumph of the principle that is supreme.

2. Christopher Marlowe, (born, 1564, died, 1593), wrote *The Jew of Malta*, *Edward the Second*, *Doctor Faustus*, and other plays.

Ben Jonson, (born, 1574, died, 1637), *Every Man in His Humor*, *Sejanus*, *Cataline*, *Cynthia's Revels*, and others.

Beaumont, (born, 1586, died, 1616) and Fletcher, (born, 1576, died, 1625), together produced *Thierry and Thesdoret*, *The Maid's Tragedy*, *The Faithful Shepherdess*, and other plays.

The first regular English comedy was written by Nicholas Udall, between 1540 and 1540. It was called *Ralph Royster Doyster*.

So far as is yet known, the first regular English tragedy was *The Tragedie of Gorboduc*, written by Thomas Sackville, assisted by Thomas Norton. The exact date of its composition is not known. It was performed before the Queen in the Inner Temple on the 18th of January, 1562 and was printed in 1565.

3. In enumerating a few of the excellences of Shakespeare as a dramatist, we must speak first of his lofty conception of what ought to be the object of the drama. This conception he expresses through Hamlet, when he says the object of the drama is "to hold, as 'twere, the mirror up to nature; to show virtue her own feature, scorn her own image, and the very age and body of time his form and pressure." Then to comprehend all his other excellences we may say that Shakespeare could write a drama so as perfectly to accomplish the object proposed. He was the greatest artist the world has ever known. He seized definitely the one fundamental conception of his play, and then with all but superhuman art expressed his conception in action. His characterization has never been equalled, but this perfection is immeasurably below what may be called his architectonic excellence, by which he

makes all individual characters and actions subserve his general plan and purpose and at the same time allows them to retain all their importance as individuals. A drama like any other piece of art is a building, a structure, whose excellence depends both upon the unity of its conception and upon the quality of its materials. The actions of the different characters are the raw materials of the drama. Some dramatic writers in their desire to dazzle by the glitter and brilliancy of their parts, permit the caprice of their characters to destroy the unity of the whole. The effect is like that of the finest building material scattered at random upon the ground, no structure. Others with an eye single to the plan make dull machines out of their characters. This affects us as would a building perfectly planned but made of straw. Shakespeare, better than any one else, allows every character to seem, indeed to be, perfectly free, and at the same time to act always toward the realization of the one underlying ideal. He conceived, as only the world's greatest philosophers have been able to conceive, how individual freedom could be compatible with universal design; then he did what had been done before only by the author of the drama of life, he permitted his characters to act with freedom as individuals and yet in the execution of a general design.

Shakespeare was true to nature. His characters all seem to be real men and women and their actions are just what we would expect them to be. But by this we must not understand that he mechanically copied nature. As an artist, he was not a realist, but an idealist. His creations, though consistent with nature, infinitely surpass nature. If we are not inclined to believe this, let us compare the play we are studying with the historical materials from which it was constructed. These materials are nature, Shakespeare's Julius Cæsar is art. As we make the comparison, we are astonished by the fidelity with which he followed the facts, and lost in admiration as we see how far his creation surpasses the facts. As children we have heard with amazement how some great magician could restore a beautiful mirror by waving his wand over its broken fragments. This if true would be far less wonderful than that the pen of Shakespeare like the hand of magic should move over the scattered facts of Plutarch so as to make them fly to their respective places in the great drama of Julius Cæsar.

I wish to name as another excellence of Shakespeare his *complete unselfishness*. It has become a maxim that "the highest art is to conceal art." It would be better to say what this really means, that the highest art is to conceal the artist. There is no surer way for the painter to spoil his picture or the orator his oration than to allow himself to be continually showing through it. So soon as we put ourselves on exhibition the world loses all desire to see us. This impresses the important lesson, so hard to learn, that selfishness is always and everywhere hateful, and that unselfishness is an indispensable requisite to excellence in any production of art. Shakespeare and Homer are to-day the greatest names in literature, largely because they kept themselves completely out of their works. Nowhere in the writings of

either do we find anything to suggest even the existence of the writer. So directly do we commune with Agamemnon and Achilles, Hamlet and Lear, that in the reading the thought never occurs to us that these creations had a creator. So completely have Homer and Shakespeare expressed their thought for the sake of the thought and for their interest in humanity, so perfectly have they excluded themselves from their writings, that many of our critics believe, and have produced acres of argument to show that no such men ever existed. This I take to be the highest compliment ever paid to Shakespeare and Homer.

Now to sum up this very incomplete statement of the excellences of Shakespeare as a dramatist: *First*, he formed a correct conception of what the object of the drama ought to be. *Second*, he had the ability to produce the drama, so as to attain the object proposed. This second excellence includes these: He was true to nature and yet made his creatures surpass nature. He seized some one fundamental idea and upon this he built the entire drama, or rather made this unfold into the entire drama. His drama never seems like patchwork, for he never forced things together from without, but made them seem naturally to unfold from within. His characterization has never been surpassed, and in structural unity his drama never been equalled. He was completely unselfish.

4. The play is based upon the death of Julius Cæsar, perhaps the most central incident in the political history of the world, for it occurred March 15, 44 B. C., at the conclusion of one great series of events and at the commencement of another.

5. The leading characters in the conspiracy were Cassius, Brutus, Decius, Casca, Metullus, Cimber and Cinna. Those of the Cæsarean party were Calpurnia, Antony, Artemidorus and the Soothsayer.

6. The pun is used here and in all other places chiefly by such men as the cobbler. It is a play upon words having the same sound but different meanings. It is intended to provoke laughter; but most of the laughing is done by the punster, the others are generally provoked in a different way. The pun is the lowest form of wit; indeed it is not wit at all, but about a fourth-class substitute for wit. It is what we shove off on the market when we fancy ourselves called on for wit and find ourselves out. The punster in conversation, in literature, wherever we find him, is the cobbler. In etymology the word *pun* is related to the word *pound*, and some superstitious people argue, and not without some show of reason, that this is suggestive of what ought to be the penalty for perpetual punning.

7. In this scene the citizens are out to "make holiday to see Cæsar, and to rejoice in his triumph." They do not say or do anything to show them inconsistent and fickle, but this is clearly shown by the speech of Marullus:

"Many a time and oft
Have you clim'd up to walls and battlements,
To towers and windows, yea, to chimney-tops,
Your infants in your arms, and there have sat
The live-long day, with patient expectation,

To see great Pompey pass the streets of Rome:
 And do you now put on your best attire?
 And do you now cull out a holiday?
 And do you now strew flowers in his way
 That comes in triumph over Pompey's blood?"

8. Power, ambition, tyranny.

9. These are the steps taken by Cassius to win Brutus into the conspiracy:

First. He gently upbraids Brutus.

"Brutus, I do observe you now of late:
 I have not from your eyes that gentleness
 And show of love as I was wont to have:
 You bear too stubborn and too strange a hand
 Over your friend that loves you."

Second. He arouses the curiosity of Brutus, by saying:

"Then, Brutus, I have much mistook your passion;
 By means whereof this breast of mine hath buried
 Thoughts of great value, worthy cogitations."

Third. He flatters Brutus and speaks contemptuously of Cæsar.

"And it is very much lamented, Brutus,
 That you have no such mirror as will turn
 Your hidden worthiness into your eye,
 That you might see your shadow. I have heard,
 Where many of the best respect in Rome--
 Except immortal Cæsar--speaking of Brutus,
 And groaning underneath this age's yoke,
 Have wished that noble Brutus had his eyes."

Fourth. He seeks to strengthen the confidence of Brutus in himself (Cassius) by telling Brutus that it is not his custom to flatter men.

Fifth. He very adroitly forces Brutus to admit that he would not have Cæsar crowned king, and to declare,

"I love the name of honor more than I fear death."

Sixth. With wonderful knowledge of human nature Cassius takes Brutus just where he finds him:

"Well, honor is the subject of my story."

He shows Brutus that it is dishonorable to live under Cæsar's yoke of oppression, and that Brutus was born free as Cæsar and in every way was his equal if not his superior.

Now "three parts of him
 Is ours already; and the man entire
 Upon the next encounter, yields him ours."

Seventh. Cassius causes papers to be thrown in at Brutus's window. On these papers are written, in different hands, incomplete statements, so constructed as to lead Brutus to "piece them out," just as Cassius would have him.

10. Family pride.

JONATHAN RIGDON.

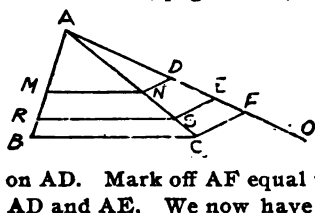
Central Normal College.

PROBLEMS

(Send all problems and solutions to W. F. L. Sanders, Connersville, Ind. Be prompt.)

6 o'clock. $\frac{x}{12} = 3\frac{1}{2}$, distance in minute spaces the hour-hand moved from 6. Therefore $36\frac{1}{2} - 33\frac{1}{2} = 3\frac{1}{2}$, the distance the minute-hand is ahead of the hour-hand. (A. L. Baldwin, East Germantown, Ind.)

Problem 26, page 552. (September Journal.)



Let ABC be the triangle to be trisected by lines drawn parallel to the base BC. Draw any convenient line as AO, making an acute angle with AC. On AO mark off any convenient length as AD. Mark off AE equal to the diagonal of the square on AD. We now have

$$AD:AE:AF::1:\sqrt{2}:\sqrt{3}$$

Join F to C; draw ES and DN parallel to FC; and SR and NM parallel to BC and the triangle is trisected. For

$$AN:AS:AC::1:\sqrt{2}:\sqrt{3}$$

and the areas of the triangles AMN, ARS and ABC, are to each other as $(1)^2:(\sqrt{2})^2:(\sqrt{3})^2$; or as 1:2:3.

Hence, each of the parts AMN, MRSN, and RBCS is one third of the triangle ABC.

Problem 27, page 552. (September Journal.)

Let 100% = asking price of second horse;

then 80% = " " " first "

and 66 $\frac{2}{3}$ % = " " " third "

A fall of 20% on the first and second reduces them to 64% and 80%; these + 66 $\frac{2}{3}$ % = 210 $\frac{2}{3}$ % = \$364; whence, 100% = \$172.78+; 80% = \$138.22+; and 66 $\frac{2}{3}$ % = \$115.19+. (Otto Clayton, Fowler, Ind.)

Problem 28, page 552. (September Journal.)

$$x^2 + y^2 + z^2 = 266.5 \quad - \quad (1)$$

$$x^2 + y + z^2 = 176.5 \quad - \quad (2)$$

$$y(x + y + z) = 280 \quad - \quad (3)$$

(1) - (2) gives... $y^2 - y = 90$; from which $y = 10$ or -9 ;

Substituting $y = 10$ in (3),... $x + z = 18$;

Squaring... $x^2 + 2xz + z^2 = 324$;

From (1)... $x^2 + z^2 = 166.5$;

Subtracting... $2xz = 157.5$;

Subtracting... $x^2 - 2xz + z^2 = 9$;

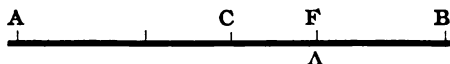
Extracting square root $x - z = +3$; }

$$x + z = 18, \{$$

from which $x = 10\frac{1}{2}$, or $7\frac{1}{2}$; and $z = 7\frac{1}{2}$, or $10\frac{1}{2}$.

(John B. Faight, Bloomington, Ind.)

Problem 29.



There are 10 pounds at A, two feet from F and 4 pounds (weight of

the lever acting at C (center of gravity of lever) $\frac{1}{2}$ foot from F; $(10 \times 2) + (4 \times \frac{1}{2}) = 22$, the number of pounds that must be at B, one foot from F to bring about a balance.

Or, we may regard one foot of the lever on each side of F as forming a balance; then calculate the moment of the outer foot on the A arm. The weight of this outer foot is $\frac{1}{2}$ lb.; and the distance of its center of gravity from F is $1\frac{1}{2}$ feet; $\frac{1}{2} \times \frac{3}{2} = \frac{3}{4}$, the same influence the lever was found to exert by the other process.

CREDITS.—25, J. S. George, Westchester, Ind.; 21, 22, R. H. Carter; Washington, Ohio; 18, 21, 22, 23, Paul Coughlin, Peru, Ind.; 24, 25, 26, 27, Otto Clayton, Fowler, Ind.; 24, 25, 26, 27, 29, A. L. Baldwin, East Germantown, Ind.; 24, 25, 26, 27, 28, 29, John B. Faught, Indiana University, Bloomington, Ind.; 21, 22, 23, D. M. Deeg, Eureka

NOTES.—(a) In the August Journal, page 490, a misprint or a mis-opinion causes Otto Clayton to be misrepresented. S in PBA should be S in BPA. He, however, sends a complete revision of his solution, and in it obtains the same result as that obtained by C. A. Maxwell.

(b) In problem 25, Otto Clayton says, "A line through 7 and 1 is perpendicular to the line through 10 and 4, and makes equal angles with the hands. Let $2x$ —the distance between them. Then,

$\frac{35+x}{12} = 5 - x$, from which $2x = 3\frac{1}{2}$, the number of minute spaces between the hands."

(c) In problem 27, one word was omitted which caused it to be more troublesome and less interesting than it otherwise would have been. Insert the word *more* after "20 per cent." in the second sentence, and then solve it and send the answer.

(d) In problem 26, A. L. Baldwin says, "The parallels will cut the altitude of the triangle at the distances $\frac{1}{3}\sqrt{3}b$ and $\frac{1}{6}\sqrt{6}b$ respectively from the vertex," b being the altitude of triangle.

(e) D. M. Deeg sends an algebraical solution of 22; so also does Paul Coughlin.

(f) In problem 28 a sign of multiplication occurs which should be a sign of addition.

MISCELLANY.

TERRE HAUTE employs 1'8 teachers with W. H. Wiley as superintendent.

MRS. SUSAN G. PATTERSON has made a good beginning as superintendent of the Union City schools.

RICHMOND is erecting a fine new building to take the place of the principal old structure that has done service so long.

THE SOUTHERN INDIANA NORMAL at Mitchell opened this year with double the number at the opening of last year. This is encouraging.

THE ANSWERS to Literature Questions in this issue of the JOURNAL, by Prof. Rigdon are most excellent and should be carefully studied by every teacher.

THE CENTRAL NORMAL at Danville reports an opening fifty per cent. greater than that of last year, with the number rapidly increasing. The school seems to be in excellent working order.

ADAMS COUNTY held a good institute this year with Edwin E. Starbuck and Dr. Jas. L. Orr of Middleton, Ohio, as instructors. Superintendent J. F. Snow has a good grip and makes things go.

CLARK COUNTY.—The institute was on a new plan. It began at 10 o'clock in the morning and closed at 3 o'clock P. M., with only two exercises each half-day. D. M. Geeting and W. H. Fertich were the instructors.

THE Indiana State Fair was a great success this year. The exhibits averaged unusually good and the attendance was the best for years. The secretary of the State Board of Agriculture is as happy as he ought to be.

AURORA has issued its report for the past three years with announcements for 1894-5. (Why is it necessary to make such reports every year?) It shows the schools in good condition with twenty-one teachers and a superintendent, R. W. Wood.

UNION COUNTY.—The secretary of the institute, A. A. Graham reports little Union as "all right." He reports "steady development of interest and appreciation of broader professional instruction," and a hearty co-operation of citizens. C. W. Osborn has been directing the school interests of the county for many years.

NOBLE COUNTY held its institute this year at Rome City and the teachers were well satisfied with the work done by Prof. Fellows of the State University and W. C. Palmer. The trustees of this county furnish all school supplies including paper, pens, tablets,—everything the child uses in the school room except text books.

PORTLAND.—The Manual for 1894 sets forth well the general plan and work of the school. The suggestions to teachers are certainly helpful. The plan of "specialization" has been begun in the high school and good results are expected to follow. C. L. Hottell is superintendent.

DE KALB COUNTY held one of its old time "rousing" institutes with four evening entertainments. Two of these were pay lectures with full houses. The instructors were Mrs. Campbell and Prof. Mace, and of course the work was of a high order. Dr. John preached the institute sermon. C. M. Merica is still superintendent.

WAYNE COUNTY.—The institute in this county works on a unique plan. The forenoon sessions are conducted on the ordinary plan, but in the afternoon it divides into sections, high school, grammar and district, and primary with a leader for each. The instructors this year were Mrs. Emma Mont McRae and J. B. Wisely. T. A. Mott is the superintendent.

LA GRANGE COUNTY reports an excellent institute with Superintendent J. F. Study of Richmond and Prof. S. W. Bær of De Pauw as instructors. Resolutions were passed condemning the Attorney General for compelling trustees "to pay to the state large amounts of local tuition, which is no part of the state tuition apportioned to the several counties of the state." Resolutions were also passed endorsing the Y. P. R. C. and urging trustees to place the books in every school.

THE Northern Indiana Normal at Valparaiso has not been affected by the hard times. The management can truthfully make the statement it has been able to make every year for the past nineteen years: viz: "this is the best year in the history of the school." Every thing now indicates that this will be the most prosperous of all the years since the school began. A new library will soon be opened which will further add to the equipment of this well furnished school.—H. B. Brown is principal.

REMEMBER that the State Teachers Association will meet at the

usual time. Remember that the program is now complete and is one of the best ever presented. Remember that the State Association affords the best possible opportunity for cultivating a professional spirit and gaining larger and more advanced ideas. Remember that you attend this gathering quite as much for the associations as for the association. Remember that the headquarters will be at the Denison and the meeting at Plymouth Church. Remember that you are expected to be present. Remember that you are expected to address R. I. Hamilton, Huntington, chairman of the executive committee, for additional information.

W. H. CHILLSON who has been superintendent of Clay County for eight years has brought his schools to the front rank. By strict adherence to the state course of study the township schools have been well graded. School libraries are being placed in each district and music has been introduced as a part of morning exercises. The most enthusiastic institute in the history of the county, was held at Clay City. The instructors were Arnold Tompkins and C. W. Hodgkin with lectures by Superintendent Griffith of Indianapolis, Blind Institute and Superintendent Charlton of Indiana Reform school for Boys. Besides this intellectual feast, the social event of the week was a banquet on Monday night given by county superintendent and resident teachers to county teachers and their friends.

THE STATE NORMAL SCHOOL opened its new year on the 18th of September with the largest fall attendance in its history. The total enrollment at present is 544 different students—194 more than at this time last year and about 150 more than in the fall of 1892. Of this number 290 are old students—the senior class containing seventy-two. Of the 254 freshmen, five are college graduates, four are under-college graduates, forty-one are graduates of commissioned high schools and academies, ten hold the three years' county license, twenty-one the two years' county license, forty-one the twelve months' county license and seventeen the six months' county license. It is estimated that enough more students will enter to bring the total fall attendance up to 575. The attendance for the fall term will, therefore, be more than 30% greater than ever before in the corresponding term.

GREENCASTLE—The following extract from a letter written by Superintendent R. A. Ogg contains good suggestions:

"I send you a copy of our new manual. It is designed especially as a guide to teachers and the work is mapped out with much definiteness. It was made from records of what we had been doing, supplemented by suggestions from De Garmo, McMurry and others of what we ought to do. Coördination is worked out the best we know how as yet. Our library of 4,000 volumes is drawn upon heavily and the children's reading will be carefully directed. The librarian tells me she has given out very few of the usual story books since school opened, that the children nearly all call for books fitted to their school work. Our rooms at the library are uncomfortably crowded during the afternoon and evening by pupils, even though we supply to teachers many books for use in their rooms.

"I have known no year when teachers and pupils were so enthusiastic and purposeful in their work. As a result of our definite planning, teachers enter upon their work with unwonted assurance."

HOWARD COUNTY held its institute August 20-24. By common consent, it was the best ever held in the county. The instructors were W. E. Henry, of Franklin College, and Miss Belle Thomas of the Cook County Normal School. Mr. Henry did some excellent work in English and Miss Thomas proved herself to be one of the best primary instructors ever employed in the state. The attendance was very large, both on the part of the teachers and the general public. The roll has

not been called in Howard County for three years. Teachers attend from interest in the work and not simply to answer to roll call.

A. M. Hall, Ph. D. Prof. of Hebrew in Butler University, lectured one evening on the following theme, "The Theology of to-day and the Thought of to-morrow." Dr. Hall takes some advanced grounds on theological questions. He says we need less theology, less creed and formalism, less sectarianism, less dogmatism and more true religion. His lecture was well received and was very instructive to educators as it shows the progress being made in theological circles, and in "thought movements" generally. HATTIE MCCAULEY, Secretary.

PERSONAL.

GEO. W. HUFFORD, principal of High School No. 1, Indianapolis, gets a salary of \$2200 instead of \$2000 as heretofore stated in the Journal. When his salary is advanced to \$2500 it will be about right.

ALFRED HOLBROOK has entered on his *fortieth* year as president of the National Normal at Lebanon, Ohio. He is in his *seventy-ninth* year and yet retains his old-time vigor and enthusiasm. He has now in preparation a new book entitled "Pedagogical Psychology."

MRS. A. KATE HURON-GILBERT, for many years a member of the faculty of the Central Normal College, is now vice-president of the Southern Indiana Normal at Mitchell. Mrs. Gilbert is a superior teacher and is known and respected by a host of teachers throughout the state. The Southern Normal can congratulate itself on so valuable an acquisition to its teaching force.

C. H. WOOD, formerly superintendent at Winchester but for several years past superintendent at New Harmony, has been elected superintendent of the schools at Valparaiso to take the place of W. H. Banta, who resigned. Mr. Wood is a graduate of the National Normal at Lebanon, Ohio; is a close student and a good school man. The JOURNAL congratulates Mr. Wood on his deserved promotion, and the good people of Valparaiso on securing so able a superintendent for their schools and at the same time so worthy a citizen.

W. H. BANTA, after having been at the head of the Valparaiso schools for *twenty-three* years has tendered his resignation. According to the report in a Valparaiso paper the resignation was brought about by a difference of opinion between the superintendent and board in regard to certain expenditures. The Board was seized with an "economical craze" and felt bound to reduce expenditures. The superintendent felt that the proposed "economy" could not be indulged in without injuring the schools, and rather than see the work deteriorate while in his charge, resigned. Many of the citizens remonstrated with the Board, but with no effect. Mr. Banta stands well as a superintendent, and he is always a christian gentleman. It is to be hoped he will find even a better place, and continue in the line of his chosen work for another quarter of a century.

LOAN ASSOCIATIONS are a great blessing to a person of moderate means. By their help thousands of people now own their own homes, who otherwise would still be renters. When a person's income is but little beyond his current needs it is very difficult for him to lay up any considerable amount of money. When he has a little money on hand there are always many inducements for him to spend it. The result is

that comparatively few people of small income ever save enough money with which to buy a home. Just here the Loan Association comes in. It provides that a home can be paid for in small weekly or monthly payments. These small payments can be arranged for and met. When there is a definite engagement to pay a sum weekly and a forfeit if it is not paid, the obligation is likely to be met at even temporary inconvenience, and when the payment is once made it is safe. In this way, and in this way alone is the person on small income likely to save enough money to purchase a home. If a person does not want to buy a home and only wants to save up his money the loan association is his best friend. He can deposit a little at a time and not only this but he can get interest on it. Still further, if a person has some money to invest the Building and Loan Association is about the best and safest place to put it—his money is safe and he is sure of a good rate of interest. One of the best of these Associations is the Mechanics' Mutual Savings and Loan Association of Indianapolis. Judge R. N. Lamb is president of this Association and William H. Dye is its secretary. Any teacher wishing to make a little money in addition to his salary by canvassing for members should address the secretary and ask for terms and full particulars. A teacher with some ability in this direction by using some of his evenings and Saturdays and his vacation can almost double his salary. Write for particulars and then decide what to do.

BOOK TABLE.

VERTICAL WRITING seems to be quite the rage now. The American Book Company have published a series of copy books on this plan and are ready to supply all demands in that line. Chicago has adopted the system. Its advocates claim for its many advantages over the old slantings forms. It certainly demands careful investigation and just treatment.

FIRST LESSONS IN READING, based on the Phonic-Word Method. By Elizabeth H. Fundenberg. Fully illustrated. Price, 25 cents. The Teacher's Edition includes with the 80 pages of the Pupils' Edition, 66 pages of additional, comprising a complete manual for the teacher's use, in which each lesson is developed together with outlines for slate and board work; also full instruction in phonetics, rules for punctuation, spelling, etc. This book is based on the accepted principle that the first teaching in reading should connect the words already known to the ear with their written or printed forms; the letters, and the sounds they represent, being left to a future step. By American Book Company.

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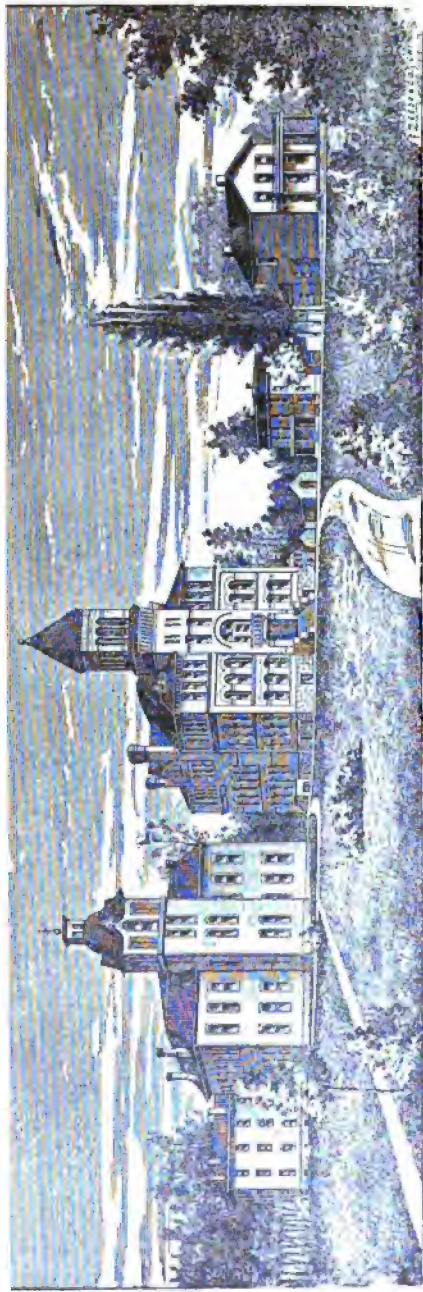
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INDIANA SCHOOL * JOURNAL

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NOVEMBER, 1894.

NUMBER 11

A HISTORIC THREAD.

CYRUS W. HODGIN.

II.

It is well known that the north and the south had, at the time of the adoption of the Constitution, clearly defined and distinctly different systems of labor; in the North, free; in the South, slave. The former system is much more likely to concentrate population into closely settled communities; the latter, to disperse it over wide areas. The former system requires as conditions for success and permanence, intelligence and skill in the laborer; the continuance of the latter depends upon the absence of general intelligence and the lack of versatility of skill. The former, under free competition, is certain to develop varied manufactures and an *intensive* agriculture, which limits the size of the farms, and maintains or improves the fertility of the soil; the latter manifests a decided tendency to ignore manufactures and to limit itself to *extensive* agriculture, pursuing methods which rapidly exhaust the soil without continually restoring its fertility.

The system of slave labor, therefore, constantly demands more land. This industrial necessity of the South joined hands with her growing political necessity for more states.

In the struggle for the balance of power in the House of Representatives through the increase of population, we have seen that the South was left behind by the North. In this emergency the South saw that her only remaining chance for holding her own power, or for restraining that of the opposing section, was to retain control of the Senate. As the num-

ber of senators depends not upon the population but upon the number of states, the South thought she saw her opportunity by devoting her expansive tendency to the settlement and development of new slave states.

The extraordinarily rapid increase of population in the North by the great influx of foreign immigrants made the intensity of free labor at first quantitative rather than qualitative. This led to expansion in the North also, and made it possible for the free states to multiply at least as rapidly as the slave states.

When the "Original Thirteen States" began their new national life in 1789, seven of them were northern and free; six were southern and slave. The first new state added to the Union was Vermont, in 1791. This gave the North four more senators than the South. The next year, however, Kentucky and in 1796, Tennessee, both Southern states, were admitted, producing an equilibrium. On the admission of Ohio in 1802, the North was again in the ascendant. In 1812 Louisiana came in and restored the balance. After this the race between the two sections for new states was a lively one. Nothing shows more clearly the sectional nature of this contest for new states than the order of their admission, alternately a northern, then a southern; and this game of "turn and turn about" was kept up for a number of years. In 1816, Indiana was admitted; in 1817, Mississippi; in 1818, Illinois; in 1819, Alabama; in 1820, Maine; in 1821, Missouri. Up to the first application of Missouri, in 1818, there had been no serious objection to receiving any state that had applied. But now, the anti-slavery spirit in the North and the pro-slavery spirit in the South had grown so intense, and the contest for the control of the senate had waxed so hot that a deadlock in Congress occurred, and for more than two years the conflict raged with intense bitterness.

In 1784, when Virginia deeded to the general government the "Territory Northwest of the Ohio River," Jefferson, who like all the other leading men of that time, believed slavery an evil and inconsistent with the principles on which our government was founded, sought to secure its prohibition in the ceded territory after the year 1800. At the same time he proposed its exclusion from the territory lying to the south of the

Ohio. In short, it was his desire to see it limited strictly to those of the original states in which it then existed; but his prohibition failed. Three years later, however, by the "Ordinance of 1787," it was forever excluded from the "Northwest Territory." In the meantime, or soon after, Georgia and the Carolinas had ceded their claims to the territory from which Tennessee and the greater part of Alabama and Mississippi were afterward created with the understanding that slavery should not be disturbed therein. It should be remembered that at that time the Mississippi River was our western boundary.

From what has just been said, it will be seen that the question of slavery or no slavery had been agreed upon for all the territory then belonging to the United States, before a single new state had been admitted to the Union. But Missouri was part of the Louisiana Purchase obtained from France in 1803, concerning which there had been no agreement on the slavery question; and as most of the proposed new state lies north of the old dividing line between freedom and slavery a struggle between the opposing sections for the mastery of Missouri was inevitable. The result was the well-known "Missouri Compromise," which admitted Missouri as a slave state, but forbade the creation of future slave states north of the southern line of Missouri, that is, the parallel of $36^{\circ} 30'$ north latitude.

This seemed at the moment a fair adjustment of the difficulty, but two matters not generally mentioned in this connection, when taken into account, show that the balance of advantage was left in the hands of the North. The first of these matters is the fact that at this time the Rocky mountains were the western limit of our territory; and the second is the fact that in the same year that this compromise was made, the boundary line between the United States and the Spanish possessions was fixed in accordance with a treaty with Spain negotiated two years before. This line followed the Sabine River from its mouth to the 32nd parallel of north latitude, thence north to the Red River; up the Red River to the 100th meridian; north on this line to the Arkansas River; up that river to its source; thence due north to the 42nd parallel and on that line west to the Pacific.

If the reader will take a map and observe the relative amounts of territory north and south of the Missouri Compromise line that were still available for future states he will see that, besides Florida, there was left to the south only Arkansas and part of what is now Indian Territory; while the North had the whole of the Louisiana Purchase north of 36° 30', excepting Missouri, and also Michigan and Wisconsin in the Northwest Territory.

When the South opened her eyes to these facts she saw that after two more rounds, or at least three, the game would be up with her. She had already lost control of the House of Representatives, and would soon lose the Senate. Indeed, for some years already she would have been out of power in that body, at least half the time, but for the fact that a number of Northern senators had a "southern exposure." The South saw that a dangerous crisis to her interests was rapidly approaching and unless additional territory could be secured on her side of the line, she must either surrender or strike for a separate government. She chose to try first the acquisition of new lands and at once the struggle between the two sections began to assume its third phase, the discussion of which will constitute the next article in this series.

EARLHAM COLLEGE, Oct. 6, 1894.

"THE NOVEL."

KATE RODGERS.

A phenomenon can best be understood through its philosophy. All mankind, from the savage mother that exaggerates the adventures of her chief, to the philosopher that founds a religion, loves a story. It is a kind of literature that has been with the race since its infancy. It has changed as man has developed.

The novel was once a story, the traditional account of some historical event; if some man could define the novel of to-day, no doubt the definition would be very interesting. It is an imaginary adventure, it is the biography of some obscure person, it is an account of fashionable society, it is the history of some political struggle, it is the account of a crime, it shows the effect of science, philosophy and religion

on the development of character, it is a satire without any satire, it is a fable, a sermon, it is anything which hath words and a hero. What ought a novel to be, is a question equally bewildering.

One answer is:—It is the finest production of the highest art—literature.

Have we any such? Thackeray's "Henry Esmond" is as great to literature as the Venus of Milo is to sculpture. Goethe's "Wilhelm Meister" is superior to either of these, while Victor Hugo, in my opinion, produced the greatest novel ever written, "Les Miserables." Perhaps from these we can form a canon.

The novelist must be a person of feeling; he must be a lover of the beautiful and the good; must be a person of intelligence; he must be a lover of the true and the useful, must write from facts and experience; he should be a poet and a philosopher. More than this, the writer of fiction must have a story to tell and he must be compelled to tell it. Books, like thoughts are best when involuntary; when the author is compelled to write by an inspiration received from unknown and antecedent circumstances; when he can only purchase peace by complying with the dictates of his conscience; when he is compelled to give the story to the world, not for money or fame, but only for the pleasure of getting rid of it. Such a production is as great a wonder to the author as to the reader.

The primary cause of the novel is a pleasing mistake. In undeveloped minds, narrative, by sympathy and imagination, is made dramatic, with the reader or listener playing the chief role. To an educated person this is preposterous; but it is different with a savage listening to a thrilling story of adventure, a servant girl reading one of our too plentiful sensational romances, or a ten-year-old boy reading a ten cent novel. It is trite to say that the author is his own hero. In readers of or listeners to these writers, there is no distinction between the real and the ideal—no distinction between the story and the actual experience.

Such reading is a kind of psychic intoxication and while under its influence the reader completely loses his identity.

Most of the pleasure derived from reading a classic novel is from a derivative delusion, wherein, for the time, the reader

believes in the truth of the story. In the original mistake there is a tacit belief, no matter how momentary it may be, in the identity of the reader and the hero; in the derived delusion there is a transient belief in the identity of the story and the truth. The first is a confounding of self with the fiction; the second is a confounding of the truth with the fiction.

If it were ever before the reader's mind that he is reading a fabrication it would destroy all interest. This is the reason why novels are entered into so reluctantly. It is also an explanation [of the sense of wasted time that one feels after reading the best of novels. The fact that some of the noblest minds have engaged in novel writing and have experienced the most delightful feeling of having done their duty, is sufficient to show that this compunction is a superstition.

The secondary cause of the novel, which is also its justification, is an endeavor to use the principles of deception for human advancement. Those who wish to benefit the race most, make use of all man's desires by turning them to human advantage.

The French school of novelists turn their attention to the diffusion of political truths, the English novelists to philosophical truths, the German novelists to scientific truths, while America develops a class of writers who when they apply their realistic methods to public life can produce startling results.

Victor Hugo, by his great novels, made kings love liberty. Bulwer Lytton has told, in skillfully disguised language, the most radical truths of the utilitarian philosophy. George Eliot has treated fiction with scientific English but has given us no science—she never wrote the story of her own life.

Goethe has shown us the casual dependence of all social phenomena which is the initial idea of social science. With these authors, the novel is artistic history, and like history in its widest meaning, covers all literature. With them, the novel gives a philosophy, a history and a story. It gives the motive of an action, its history, consequence and results, and clothes all in the poetic language of imagery.

It is gratifying to our patriotism to know that the American novelists are well up to the front in their profession.

This fact is in line with the larger one that American genius easily triumphs in the field of intellectual effort. From the first, our novelists have commanded old-world honors. Washington Irving's "Knickerbocker History" of New York pleased and edified both shores of the Atlantic. Edgar A. Poe's imaginative tales helped to give the brilliant poet a name abroad. Nathaniel Hawthorne was treated in England as a citizen rather than as a stranger; and of Julian Hawthorne and the younger James and W. D. Howells, it may be doubted whether they are Europeans or Americans—if we judge only by their works and their changing residence. These facts give our novels a claim to be reckoned among the best fruits of the literary field.

America has, as yet, produced no Scott, no Dickens, no George Eliot, but like Shakespeare, these authors are unmatched in the world—each a great genius of world-wide fame.

Our writers of fiction are honored with translations in to foreign tongues. Edward Eggleston's "Hoosier School-master" followed "Uncle Tom's Cabin" into several languages of Europe, and since then it is common for a successful novel to obtain the honors of a foreign translation. We all know that the most popular romance ever written was "Uncle Tom's Cabin." It was translated into every great tongue of Europe; and a good test of its popularity is the success which actors still have with the drama made out of the story.

The general character of all novels has changed much since Walter Scott produced his historical and dramatic fictions. The dramatic element which was strong in Dickens and George Eliot has disappeared from the stories of Howells, James, Julian Hawthorne, Cable and their scholars. But it was strong in "Uncle Tom's Cabin" and is still more marked in the vigorous and almost classical books of Mrs. Hodgson Burnett. In one word, the work of fiction changes from tragedy to comedy. This change also reaches into other literature, including poetry. Contrast the recent songs with those of Burns and note the change. There is one large matter for congratulation in the change of character which fiction has undergone. Our American novelists are making good use of their eyes and increasing the faithfulness of their

copies of American life. An American author produces clean novels. French art still deals with passion and reeks with impurity. Our American authors breathe open air and deal with wholesomer forms of life. In the novel of passion, all possible forms of evil and danger of morals lurk; in the novel of plain life, work and shifting fancies take the place of this gross element.

According to the reasoning of the best scholars, novels may be divided into two classes: Those which convert fiction into actual experience and those which convert fiction into fact. To the former class belong the sentimental love story and the story of adventure which is also the lowest form of the novel. Most of the earlier efforts of the race and all of the trash literature of to-day belong to this class. But by far the most popular novels belong to the latter class. It is true that America has no distinctive school of fiction and there are two causes why she has no distinct school of fiction. First, on account of no international copyright law; and secondly, on account of the crusade against the novel in general. An American publisher can get the best English novels for nothing and reprint them for his American readers. Although American novelists rank high in their profession, yet that she is not at the head in literature, as she is in inventive science and business, is not on account of authors, but the public. The American people are slow to see the evil in a system that gives them cheap books, but it is a fact that we get most of our ideas from books; if the books be foreign, the ideas will be foreign, when to maintain a republican form of government we should have republican ideas. A national literature should be encouraged by excluding foreign publication, or by putting them on a par with American literature through an international copyright law. Then and not until then will the little, poisonous ten-cent novel be banished from our midst, for America has the sole honor of supporting the dime novel. A popular writer has said concerning the dime novel, "And if you have an enemy whose soul you would visit with a heavy vengeance and into whose heart you would place vipers which will live and crawl and torment him through life, you have only to place one of these destroyers in his hand. It will certainly pave the way

for his destruction and if he does not travel with hasty strides, you have, at least, laid up for him many days of remorse.

The second reason, as before stated, is a more formidable one to discuss. There was a time when a novel could be put on the world in opposition to nearly all classes of people; but now a novel must be as incapable of hurting one's feelings as a strain of music or a picture. The naked truth is as offensive as the naked body, yet our models of art are taken from the latter and our rules of morality are based upon the former. This is absurd in a nation that has Liberty for its motto. This excessive criticism is more potent in suppressing freedom of thought than any law. It has a deteriorating effect upon literature by making hypocrisy a necessity, and is the greatest hindrance to the making of the true novel. A novel is not now judged as a work of fine art, but a product of useful art. The question, "What does a novel teach?" has killed more books than any law ever made. A book written to teach a system of truth is not a novel. The purpose of a true novel is the purpose of a statue, a poem, a painting, or a musical composition. The author can tell any story so he couches it in the proper language. He can present any truth so he dresses and covers the barren fact. The best fiction is written so that the reader sees the beauty according to his intelligence. It may be placed in the hands of a philosopher or a child. We never read the author who says what he means or means what he says; his book was not published. We love to have an author tell us things we think and believe, but we loathe to have him tell us we think and believe them. We like to read about our inner life and imagine our neighbor does not know that it is we of whom the author writes. There is a secret chamber in every heart known only to the owner. To enter and treat of this inner life, is the work of the novelist of taste, the true novelist. A word may be added as to the position of the novelist among other professions. Life is such a complex affair that no one can comprehend it in its entirety. However, every man has a philosophy, thought out or not. It is his yard-stick to measure truth. Each of us takes a line that converges in a common centre with the rest. Every one thinks that he is

the one who holds aloft the light, when, in fact, it is the united efforts of us all.

The strongest is as dependent as the weakest; the scientist, the statesman, the minister, the business man, the editor, the professional man and the writer, all are alike conditioned. We are in debt to the living, in debt to the dead and the future is now buying of us on time. Like conditions give rise to a community of sentiment that proclaims all men brothers—the broadest of doctrines which all men should teach, let his vocation be what it may.

FRANCESVILLE, IND.

STATE AND EDUCATION.

The American Academy of Political and Social Science devoted its Eighteenth Scientific Session, which was held in Philadelphia on February 23, 1893, to the subject of State and Education. The principal speaker was Professor Isaac Sharpless, President of Haverford College. No better speaker could have been chosen to discuss this subject, as Professor Sharpless has made a special study of educational questions, and has but recently returned from England where he has spent a long time in examining the educational system of that country.

The subject of his paper was "The Relation of the state to Education in England and America." He spoke in substance as follows:

"The cause of the divergence between the educational systems of America and England is an interesting one. The English system has been built up by the slow accretions of ages, each proposed addition being required to show proof of adaptability to the other part of the edifice already erected; while here to a much greater extent, the ground has been cleared and we have been able to consult utility in determining our structure.

"It is not, however, the purpose of this paper to trace the causes, but some of the facts of divergences in the systems of state education in the two countries. We treat of four contrasts.

"First the guarantees which the state receives that its

money is properly expended by the schools. The English follow up their appropriations with most detailed care. It is not given into local hands to make what they can of it. The system is popularly called 'payment by results' and this expresses the general idea supposed to govern the method. Every shilling given is already supposed to be given for a result obtained. About \$7,000,000 are paid out by the general government on the basis of this arrangement in aid of education, and this covers about 27 per cent. of the total cost of maintaining the school. Any denominational or private school, if it fulfil certain general conditions, can be a recipient of this grant."

He then spoke of the tendency in this country toward the acquirement of mere word learning, and the gaining of a knowledge of facts at the expense of mental development. "In Pennsylvania," he continued, "the Legislature appropriates \$5,000,000 annually for educational uses, and there is absolutely no guarantee of results. If the schools comply with certain general laws they are entitled to draw money from the state. This is a mistake, and should be changed to some system of results.

"A second point of contrast in the two countries is their attitude toward secondary education. There are no state-aided secondary schools in England. A large number of schools give the English boys of means a good education preparatory to business, technical schools or the universities. But the middle class, which will profit most by a secondary education, are excluded unless they happen to reside near one of these old endowed schools. For these schools the state does nothing. Hence they do nothing to supply secondary education. But England is now on the eve of a great re-organization of its secondary system.

"America has been wiser or more fortunate. Our public school system has embraced the high school. It is the stepping stone between the elementary school and the university. Every American college knows the young man who with shallow financial resources, comes out with a college degree. It is the free secondary schools which make this possible. In this respect America is far in advance of England."

"The third point of contrast is in the matter of compulsory

attendance. It was not until 1880 that this was made binding on all school boards of England. In England all children have to attend school a certain amount of time each year until they have passed the standard fixed by-law. A bright child may pass the required standard at the age of eleven, and may be withdrawn from the schools. At the age of thirteen, all compulsion ceases, unless by that time the child has not passed the standard of children of ten, in which case the child must attend a year longer." The speaker said the law is generally enforced.

"This is in strong contrast with the methods in the United States. Though all our schools are free, only part of the states have any compulsory laws, and of these only a very few vigorously enforced them. They seem to be the only safeguards we have against falling to a secondary place in educational standing."

"The fourth point of contrast is in regard to church and state. On no point is the divergence of the two nations more apparent. England approached the subject of popular education with societies representing religious bodies or formed with reference to religious questions already partly in possession of the field. They could not be ignored, and the completed system had to be dovetailed around their creations, which occupied but did not cover the ground. In every English school, therefore, was given religious instruction.

"In Pennsylvania, in seven-eighths of the public schools the Bible is read by the teacher, and this usually constitutes the sum of religious instruction given. In many states this is omitted and the tendencies are to bring our schools to the condition where every form of religious instruction is excluded. The logic of our position, which implies the absolute separation of church and state, is rapidly driving us to this place.

"We cannot consistently with our general theory levy taxes to force teaching down children's throats against which their consciences protest, and while I believe it is a good thing to give even the weak ideas of religion usually gained by reading of the New Testament, I should give it up in the face of any respectable protest, if we are to maintain our present theory of public schools.

"And yet this is not a satisfactory result to come to. The

American nation needs more rather than less religion. The home, the church and the Sunday-school combined do not give nearly sufficient to many children, nor at all to many others, and if we are to rule it out of the schools absolutely we will also largely rule it out of the life of the nation."

After the conclusion of Professor Sharpless's address the subject was discussed by several Philadelphia educators.

The meeting was a great success. The audience was very large and showed a remarkable interest in the very entertaining address.

This is a subject of very great importance and one which is becoming daily more prominent. The Academy has done a good work for education by having such a meeting as this, and thereby bringing this great subject to the attention of its members and the general public. Professor Sharpless's address was printed in full in the May number of the "Annals," the official journal of the American Academy of Political and Social Science. * *

USEFUL RHYMES.

J. HANFORD SKINNER.

Many rhymes have a usefulness which is greatly out of proportion to their poetical merit. Some of these humble but practical verses will be, in all probability, as immortal as the great epics, while a good production of the former class will certainly benefit the race more than a poor one of the latter.

One of the leading types of this sort of composition is the well-known:

"Thirty days hath September,
April, June and November;
All the rest have thirty-one
Excepting February all alone
Which has twenty-eight in fine
Till leap year gives it twenty-nine."

Following close upon this in point of popularity, especially with the student is:

"First William, the Norman, then William, his son;
Henry, Stephen and Henry; then Richard and John;

Then Henry the Third, Edwards one, two and three;
 And again after Richards three Henrys we see,
 Two Edwards, Third Richard if rightly I guess;
 Two Henrys, Sixth Edward, Queens Mary and Bess.
 Then Jamie the Scot, then Charles whom they slew,
 And again after Cromwell another Charles, too;
 Then James, called the Second, ascended the throne,
 And William and Mary together came on.
 Till Anne, Georges four and Fourth William all passed,
 God sent us Victoria, may she long be the last."

The writer has long remembered the prepositions governing the ablative case [in Latin, from having learned them in the following lingo:

"A, absque, ex and e,
 Coram, clam, cum and de;
 Sine, tenus, pro and prae."

In closing this article, the writer will submit a production of his own, designed to teach the use of capital letters. It is not intended to take the place of the more extended rules in the grammars; but merely to serve to bring these to mind:

Two words should be capitals,
 As you all may know,
 I mean the pronoun I,
 And the interjection O;
 We should start with capitals,
 So the grammar claims,
 Titles, sentences, quotations,
 Proper adjectives and names.
 Names of things personified
 We should not forget,
 Words referring unto God,
 Wherever they are met.
 Words of great importance
 Capitals may claim,
 Standing all alone or in
 A phrase that forms a name.
 Every line of poetry
 And, ere the reader pauses,
 Words that follow after
 Introductory words and clauses."

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

“Look up and not down
Look forward and not back
Look out and not in;
Lend a hand.”

THE BRIGHT SIDE OF A COUNTRY SCHOOL.

Have you ever felt just a little discontented with your country school? Has the path between it and your boarding place seemed long, hot and dusty in the fall, cold and snowy in the winter, and wet and muddy in the spring?

Perhaps the contrast has suggested the thought that it is the lot of some teachers to use pavements and street cars.

Possibly while discharging the manifold duties of principal, grammar-grade, intermediate and primary teacher and janitor all in one, it has occurred to you that it would be pleasant to teach one grade, and have no sweeping, dusting, nor building of fires!

It may be that you recall some other undesirable features of country schools, but we will turn from them to the bright side. Suppose you jot down a list of the pleasant things, the privileges of a country school. Have you completed the list? Did you note pure air among the privileges? “You did not count that?” Well, you would find to your sorrow how much it counts, if you were compelled to do without it.

Did you count cheery sunshine? “No?” Well, surely you did not forget to count the blessed privilege of a play ground; a place where the children may run and romp and holler,” and give vent to the frolicksome animal spirits which are so attractive when there is a safety valve, and so troublesome when unduly repressed. Do you think that pure air and sunshine and play grounds are as much a matter of course as a school-room? Would that they were! But alas for the children and teachers and alas for the nation, they are not!

If you should receive a letter saying: “We need another teacher in the New York City corps. Will you accept the position?” Would you accept? Would you close the door of your country school full of pleasant anticipations of a place in the graded schools of a great city? Next fall you

might open the door of the same country school prepared to make the list of privileges longer, and to count some of them much higher than you do to day.

Jacob A. Riis in the September Century has given us a glimpse of schools where pure air and invigorating sunshine and play grounds are so expensive that the unfortunate pupils and teachers must go without them.

Fancy exchanging your sunny little school house with its play ground, for "a class-room where the air is so 'vitiated, foul and unhealthy' that the teachers are compelled to suspend studies for a time during each session, to open all windows and doors for the admission of fresh air, exercising the children by calisthenics during the time the windows are open, whatever may be the outside temperature at any season of the year, class-rooms in which the children spend five hours of the day, breathing sometimes little less than rank poison." Some of the class-rooms are so dark that "even on a day bright with summer sunshine they have to burn gas in them." Some of the play grounds are merely large rooms of which Mr. Riis says. "There is always need of a lamp. In the cellar-like gloom of these cheerless apartments the boys and girls dodge countless iron posts and pillars in their play. In the most recently built schools these have been abolished, and a stone floor has been substituted for the dusty boards, but there is no trick of construction that can bring sunlight and cheer into them. * * The wife of a missionary, who, having spent half a life time sharing her husband's labors among the heathen, returned to New York and civilization overjoyed at the thought of having an opportunity to give her boys proper schooling, but horrified at what she saw at the public school to which she took them, she marched them off at once to the nearest private school that was not like a dungeon, as she said."

Mr. Riis continues: "In the matter of healthy play the school-boy in New York does not have a chance. With boys, to play is to run. To run one must have room. How much room is there on one floor for the children to run in, who, sitting down, pack three rooms? They must either go on the street or they are let loose in the play-room on sufferance. * * The result was described by an employee in one

East side school, one of the best in the city, where more than three thousand children go. 'There is generally one of the teachers looking after them to see that they don't overdo it. They have to make noise kind of easy-like, you know. Anyhow they can't all be here. Most of them stay up stairs studying at recess. It has to be that way.' "And," Mr. Riis adds, "down in the Allen street school, which is one of the worst if not the worst in the city—where the play ground is, if anything darker and more repulsive than the Wooster street, the janitress explained the prevailing quiet in so great a crowd by the statement that 'these children are of a kind that have to be kept down.' As if they were not kept down enough out of school, poor wretches! They were the children of the poorest refugee Jews."

Think of teaching such children, you who do not appreciate your privileges! How would you like to act as sort of policeman or prison-guard to help "keep down" those poor little unfortunates? How would you like to teach them when they file back to their desks in the crowded, gas-lighted foul-aired school room? If all the bad boys who have ever annoyed you were condensed into one, he would be meek when compared with the bad ones who come of generations of vicious parents and have all their evil tendencies fostered by their environments.

If you were teaching in the Allen or Wooster street school and should receive a photograph of the country school you last taught, wouldn't you gaze at it fondly?

Read "Playgrounds for City Schools" in the September Century and you may look at your surroundings with "eyes that see," and with "ears that hear," you may find a bit of a sermon in the jingle that some of the "primary's children" rattle off on Friday afternoon:

'For—we—are—often—thankless—for
Rich—blessin's—w'en—we—sigh,
'Cause—we—think—some—neighbor—has,
A bigger—piece—o'—pie."

A RECITATION IN GEOGRAPHY.

"I should like to have some nice, clean sand, a great deal of it," said Miss C——, one afternoon.

"I can bring you some," "and I," "and I," came promptly.

The next morning there were two water bucketfuls of sand by the teacher's desk. The pupils looked inquisitive, and Miss C—— smiled as if she knew something pleasant. At noon, out under the shady maples, a table was improvised from two cast-off doors, an old desk and a chair.

"The primary geography class will recite at the last period this afternoon instead of the usual time. They are to be prepared to answer these questions: What is a hill? a mountain? a mountain chain? a mountain range? and a volcano? What is a cape? an island? and a peninsula?

Just before the last recitation Miss C—— said, "I should like to have the geography class answer those questions with sand, so I shall dismiss the other pupils fifteen minutes early, and hear the geography class in the yard at the sand table."

A ripple of pleasant excitement passed over the school. The geography class looked important and happy.

At a quarter of four, the class pressed around the sand table, upon which the wet sand had been heaped.

Only four could work at a time, so they took turns and while four "recited" the rest were interested spectators.

"Elsie and Minnie may show a hill with the sand; Cleve and Henry may show a mountain."

When the work was done, Miss C—— questioned, "What is a hill, Minnie?" The excitement of making the sand hill caused the definition to slip from memory; looking at her representation Minnie ventured hesitatingly, "A hill is a high place in the land."

"That describes it fairly well," and without insisting upon the technical definition, Miss C—— continued, "What is a mountain, Cleve?"

"A mountain is a very, very high hill," he answered promptly.

"Smooth the sand; now, Ida, make a mountain chain, and Virgie made a mountain range."

The chain was completed and described as "a row of mountains." But Virgie could not call to mind anything about a mountain range; and none of the class could help her.

At last Mary said thoughtfully, "Seems to me it means two or three rows of mountains all going the same way."

"Show it with the sand," said Miss C——. "Who can make a volcano? Willie may try." Willie soon folded his arms and surveyed his work with pride.

"What is the difference between Willie's volcano and the mountain Cleve made?" "I don't think there is any difference," said Todd.

"Is a volcano just like a mountain, then?"

"A volcano has a crater," said some one in a stage whisper.

Willie immediately hollowed out a crater in the top of his volcano.

"Is it all right now?" questioned Miss C——. Thoughtful faces bent over the table, but no reply came.

"Is a volcano just a mountain with a crater in it?"

"The pictures have smoke and fire coming out," said Willie.

Miss C—— immediately handed him two matches. His face glowed as he took the hint. He struck the matches and thrust the unlighted ends down in the sand.

The children clapped their hands as the wavering flame appeared above the crater. They were not likely to soon forget a distinctive feature of an active volcano.

Hills, mountains, mountain chains and ranges, were quickly made by different members of the class, each literally having a hand in the lesson.

The interest was at its height when Miss C—— said, "It is quarter past four. We will show capes, peninsulas and the rest, with sand, to-morrow. The class is dismissed."

DESK WORK.

A USE FOR CARBON PAPER.

A very helpful and pleasant desk work device is copying maps by means of carbon paper, sometimes called "transfer paper." The pupils lay the carbon paper on the blank sheet upon which they wish the copy to appear. Then they lay the map to be copied upon the carbon paper, and trace the map with a lead pencil or slate pencil or any blunt rounded instrument. When the carbon paper is removed, there appears an outline map upon the previously blank sheet.

This outline may then be colored by using colored pencils of pastels and really pretty maps made.

The pupils enjoy the work very much and it is an excellent way to impress upon their minds a vivid picture of the map studied.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

THE REAL SCHOOL AND THE GRAND STROKE OF MANAGEMENT.

The real school is not an objective, picturable, and apparently fixed something; but, like all reality a spiritual thing. It is a movement of life through external forms back to life again. The superficial view seizes the external form, through which the spiritual process moves, as the reality rather than the process itself.

Everything exists in idea, in life and thought, before it can exist in objective reality; and the function of such objective thing is to realize the idea which created it. Such is the circle of its life and the law of its being. The idea rapid transit brings forth the railroad, then the railroad must bring forth rapid transit. The railroad must relieve the pressure of life which creates it; but this pressure is a constant force, and the railroad is being perpetually created and held to the work of relieving the pressure. The idea by which it is realized must in turn be realized by it. Hence the railroad is not a fixed, dead, objective something, but a constant going out and returning to life. The objective thing, cut loose from the life process, is not a railroad. If cut from its spiritual moorings, it vanishes into nothing. It must exist in and through the process of man's ideal passing into the real. This circle, and not the external, material thing, is the reality and law of the railroad.

The idea of developing the child by a systematic teaching process brings forth the objective organization called the school, and this must bring forth the development of the child. The objective school must answer back to the life which supports it. It stands in a series between an idea and

its realization. But it takes the whole series to constitute the real school. The objective, fixed, something generally thought of as the school is only a phase in the process, and is nothing apart from that process. The objective thing exists in and through realizing the idea by which it itself is realized. The real school is the whole process; not merely the objective phase of it. It is the constant outgoing of life through an external mediating agency back to life. This circle is its reality and its law.

The idea which conditions the external organization has two phases; it *purposes* development through *instruction*. First there is seen the end, or need; then the means, instruction, is devised. The external organization first makes real the instruction, through which is realized the purpose. Thus the process is more complex than at first appeared, ideal purpose and instruction, then organization of external machinery, followed by real instruction and purpose realized. The elements of the ideal reverse themselves in the process of realization; purpose and instruction fold back upon themselves as instruction and purpose. "The first shall be last and the last shall be first." The external organization, instead of being the real school, is only the hingeing point by which the ideal returns upon itself in the real.

The real school is mind in effort to unfold mind. The pupil is the center of the effort; consciously or unconsciously, the pupil is making an effort to unfold himself. The teacher, in sympathetic effort with the pupil, is the school in its simplest and most concrete form; but it really consists of all minds in co-operative effort to develop mind. These minds may not be actively making such effort, but must be permanently disposed to make it. The school exists during vacation. The State University does not vanish at Commencement. This university is a disposition in minds of the state—a spiritual power to act through external agencies in a specified process of instruction. The whole external organization falls to pieces in a moment when such disposition ceases. Then the school house is no longer a school house; a trustee no longer a trustee; the teacher ceases to be a teacher. Thus again it appears that the external, objective school, cut loose from its spiritual moorings vanishes. This

needs to be insisted upon, for we are so much accustomed to feel that the external, objective, and, perhaps, material something is the reality, and that, therefore, laws and principles of operation inhere in it and are to be deduced from it. We are quite strictly materialists in school management, setting objective and fixed forms and rules hard and fast over against a pulsating and growing life.

On further analysis it appears that the pupil's own effort is the school. He draws all instrumentalities to his own development; those who join with him in effort are only instrumentally connected, they are not the primary motive in the process. When a university is founded it is on the assumption of a basis on the purpose, latent or active, in a number who are striving for development. In fact, students might create, support and manage the institution by which they themselves are taught, as is done in a church by its members. In this case it is evident that the spirit of the student is the basis of the school; but it is no less so when they accept agencies organized on the assumption that they will make them their own. A school is well grounded when it is conscious of itself, if we may think of it so; that is when the pupil holds the objective school as arising out of his own consciousness; to see it as truly himself, and not the will of another; when he does not feel that it is something set over against himself, but that it is himself projected in that form for his own self-realization. This means that school administration should be entirely democratic; that is, no arbitrary will must displace his obedience to himself as objectified in his school. At first he may not be able to see himself as the law, except in detail, but to gradually reveal this fact to him is the very triumph of management. The school is never stable until it rests in the pupil's adoption of it as his law, and in this is its fullest and firmest reality.

It is obvious from the foregoing that the worst stroke of bad management imaginable is one which assails the reality of the school; and it usually takes this shape: The teacher, or it may be those administering affairs, says to pupils, in word or bearing, "I am running an institution here of which you are members by grace. Of course I am glad of your presence; I shall even take it as a personal favor to have you patronize

my business establishment, for by this I gain my livelihood. Of course, I will expect to recompense you with whatever favors I may be able to bestow, such as securing positions in store or work shop; and it may be that if you remain long enough and make the obligation great enough you may be rewarded by a position in my school to which you will have been so disinterestedly loyal. But if there is disorder here—if you in any way interfere with the smooth running of my business, beware of my right arm. All rights, privileges and immunities are vested in me; I make and execute the law. When you touch the school you touch my personality. Beware I say; vengeance is mine." In this attitude a school may be crushed into seeming good order, but it is the worst of disorder order, not only because students and teachers are sundered but because students in their conduct are forbidden to live the life of the school.

From this it must not be inferred that the management of the school is to be turned over to the whims and caprices of the students; but that all things be done from the standpoint that the student, constantly setting up in thought the organization for his own development, is the school. Hence, negatively, management must do nothing to forbid the pupil from projecting his own rational nature as the school; and positively, must do everything to enable the pupils to see the school as his own life and to render obedience to its laws as to the laws of his own nature. The citizen reads the enactment of the state against theft and discerns in it nothing but the requirement of his own nature, and renders obedience to it as his true self objectified. In this attitude he is free, for he renders obedience only to himself; whereas, if the law is something foreign to him and imposed upon him he is a slave to external requirement. The free citizen, the free state, the free country mean, in best analysis, but the freedom of self-obedience of the individual. Every individual in the state must at last come to say with more commendable pride than Louis XIV, "I am the state;" and the best state policy is not that which adjusts the tariff but that which makes every individual conscious of statehood.

And thus the pupil reads the law of the school against truancy, whispering and the like, and should see these as noth-

ing but the requirements of his own nature; as his own school life, and renders obedience to them as his own true self. It may be good, but it cannot be the best for a pupil to obey his teacher. It is a false assumption that he is predisposed to disobey the requirements of the school, and that external authority must enter at once on the work of suppression. The main line of work falling to the management of a school is that of developing in the thought of the pupil the laws which were in the school because of his membership in it. This does not require a logical exposition of the theory of the school, but the laws may easily be made to appear through the concrete situations of school life. Consultation, formal or informal, on special interests and phases of conduct is the effective means, even with the class of youngest students. The mere compliment of recognition forestalls opposition and outbreak. But the best result is not the mere matter of order, but the ethical value of the student. He becomes a student of conduct. He is finding the law of conduct in particular cases, and gradually as he is able, generalizes them into the law of school conduct, and through this the laws of conduct at large will be revealed to him. And, more, it is not merely a perception of law, but there is an habitual practice under the law. Not merely his expanding theory of ethical conduct; but his expanding free and virtuous life under that theory. He is immediately and directly involved in every case, and it becomes a question of his own practice, and not a scheme to apply to others. No amount of moral teaching in school can be as effective as a rational practice of school management.

By it the school is not only made more real and secure, and the immediate condition for instruction provided, but the pupil is thereby brought to the habit of rational self-control, the end of all ends in school work. We would expect, of course, that if the thing be done fundamentally right that harmony must reign throughout, and that in thus securing one end all other ends will be added.

IF you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS.

LESSONS IN GRAMMAR.

In our last lesson we considered the thought and found that it has three essential elements—that about which we think, what we think about it and the act of the mind in uniting these two ideas.

In this lesson, we wish to consider the sentence as the expression of the thought. "Sugar is sweet." This sentence makes us know that the one who used it must have united the idea sugar and the idea sweet. Ask any pupil what, in this sentence, expresses the object about which something was thought, and he will readily see that it is the word *sugar*. He will just as readily point out the word *sweet* as the part of the sentence that expresses what was thought of sugar.

"Might we think sugar and not think sweet?" Yes, and we might think sweet and not think sugar. What in our sentence shows that the mind united these two ideas? The word *is* shows this. So, in this sentence, we have found a word used to express each essential element of the thought. Many sentences should be studied by the pupils. First, some as simple as this one; then longer ones in which several words are used to express each element of the thought, e. g., "That tree in the front yard certainly is very large." Ask a pupil to write on his slate all the words used to express the object about which we have thought something. The process of thinking that he performs is the same as it is in answering the same question in regard to the sentence, "Sugar is sweet." He thinks, "I must have thought of some object. What is the object about which I thought?" He now reads the sentence again. He says to himself, "*What* was large?" "Oh, yes, I see, a tree was large. But what tree? *That tree in the front yard.*" He is now ready to write on his slate the following words: "That tree in the front yard" are the words that express what we thought about. "But suppose the pupil did not see what you have said he would see?" says a young and inexperienced teacher. Then it is my place as teacher by questions or suggestions to

lead him to see it. Yes, sometimes this is hard to do; because the teacher does not properly interpret the pupil. The teacher fails to see in just what state of mind the pupil is in regarding the question in hand, so he fails to ask the right question or give the right suggestion. When we fail, there is nothing to do but to listen to the pupil's answer, which often gives a clue that helps us to see what view he has, and then try again. This kind of work takes great skill that some *seem* to have naturally; but most persons learn it by practice.

In the same way the pupil will soon see that the words "very large" express what was thought of the object; also that "certainly is" express the act of the mind in uniting the two ideas in this thought.

When the pupil has considered many sentences of this type—i. e., sentences in which there is an element to express each element of thought, they are ready to study the following kind: "A bird flies." The only new thing in this is, there is one word in it that has two uses. To enable the pupil to see this, he must first recall his thought, "What did I think of? Bird. What did I think about it? The action of flying." Second, he must examine the expression, "A bird flies." "Does this group of words express my thought? Yes. Well, then, three elements must be expressed. The words, "a bird" express what I thought of. The word *flies* expresses the action that I thought as belonging to the bird." All this the pupil easily sees. It is sometimes difficult for him to see what word it is that shows that the mind united these two ideas. Let us give him the expression, "A bird flying," and ask him how it differs from the other, in regard to what it expresses. To find the difference, let us first find the likeness. They both express an object and an attribute of the object (the action of flying.) The first one shows that the mind has asserted the attribute of the object; the second one does not show this. Now, how do these expressions differ in form? In the first, we have the word *flies* denoting the action of flying; in the second, we have the word *flying* denoting that action. The inference is that the word *flies* must do *more* than the word *flying*. It shows that the mind

has united the two ideas or has asserted the attribute of the object.

The pupil is now ready to learn that these elements of the sentence are called *subject*, *predicate* and *copula*. He is ready to *make* a definition of each. We have not much use for a definition, however. But it will help the pupil to have him *make* the definition himself. Let us avoid having everybody learn the definition "by heart." Of course, it will train the verbal memory but let us train it on something else.

After a great deal of practice with all classes and varieties of sentences, the pupils are ready to begin the analysis of the parts of the sentence. This work should begin in the thought and ends in the expression. In our next lesson we shall take up this work.

NOTES.

NUMBER.— $10+2=5$. We saw this sentence or equation written on a pupil's slate. We said, "Five what?" "Why," said he, "just five." "Suppose we say 10 apples + 2 apples," we suggested. "Oh, then it is 5 *times*," said he. "Five times what?" we asked. "5 times two apples." "Suppose there were five couples at a party, would you say 'five times a couple, or five couples?'" we asked. "Five couples." "Then why not say five 2's of apples?" His answer was, "Don't know." We don't know either. We then renewed our first question. His answer was "five 2's." "But," says some one, "it might mean five ones." We are sorry to admit that you have good authority for this. $\frac{1}{2}$ of $10=5$. We get a half by dividing by 2. But why not write it as we have here and avoid confusion.

"FALSE SYNTAX."—We visited a second grade school not long ago and saw several square feet of the blackboard covered with false syntax, false spelling and false punctuation. Judging from the appearance of the writing, it had been on the board for several days. The first sentence was begun with a small i, and the last word was spelled with a capital. There was not a correct sentence given.

This is certainly *false* pedagogy. Children are largely imitative and the wrong form is apt to impress them as much

as the right one. Place only *correct* forms before the young pupils.

DEFINITIONS.—We heard a teacher begin a lesson in addition by having the pupils recite the definition of addition. The children were in the fourth grade. He next called on them to state the “principles” of addition. Of what use is the mere ability to *say* these definitions and principles? The definition of addition given in the book they were using is as follows: “Addition is the process of uniting two or more numbers into one.” A pupil failed to *say* it; another was called on. He said it; then the other tried to say it. He failed again; he was told again; he tried again and succeeded. The teacher told him he must *remember* it. What had become of the “philosophy of teaching” that we are studying? How can any one in this land of normals, institutes and school journals do such work and sleep soundly of nights! We have not told the half of it. Sum or amount was “defined;” also the “sign of addition, sign of equality and the dollar sign. Principle 1. (Don’t forget the number) “Only like numbers can be added.” 2. “The sum or amount is of the same kind as the numbers added.” These were *said* in a perfunctory way. The teacher held a book in one hand and a pencil in the other, and asked if they could be added. There came a chorus of naws (no’s.) He said, “Why, of course not.” We hoped somebody would ask how many things he used to illustrate this principle, but no one did. We wondered whether such a question would change the nature of the things.

The class next tried the “oral exercises.” They could not “unite two or more numbers into one” with accuracy and rapidity. Their definitions and principles did not seem to help them any. Neither was the teacher helpful. He did not seem to know what mental steps the pupil has to take in adding. Of course the pupils were not interested. They were inattentive and restless. Who wouldn’t be restless? We felt somewhat so.

Why not create a necessity for adding and allow the pupils to add? “Necessity is the mother of invention.” It is the mother of more than invention.

CALLING CLASSES.—Some use a bell. Some say “turn, stand, pass.” Some say “one, two, three.” Some tap the

pencil for each movement. These are *all* good; but is it necessary to *always* call classes this way? We saw a class of one girl called out by this plan. The teacher used a bell. Ting. The class (one girl) turned. Ting. The class stood. Ting. The class passed to the recitation bench. Ting. The class (?) took her seat. How long, oh how long, will we find teachers (?) doing such senseless things?

We hate to complain. We hate to put before teachers their faults. We are aware that there are many who never do such things. We had thought that none were left who do such work. But some visits in different parts of our state have surprised us and led us to write the foregoing. We think it best, generally, to give the good rather than the bad. It is hoped that some one may be led, by reading this, to think about what he is doing. If he finds that he is doing things that he can give no reason for, it is hoped that he will stop.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

PRIMARY LITERATURE.

It is only the story part of any selection in true literature that belongs to the child. It is only the story that he can grasp. All efforts to put literature in the primary grades must recognize this and then put the story itself within the grasp of the child. To be sure, the teacher must have a true insight into the full meaning of the particular selection, else she cannot select for her story the important elements and group them around a central figure.

Below is given Canto I of Dante's *Inferno* in simple story form. (This story was prepared by a student teacher for the children in the training school of the State Normal.)

DANTE—CANTO I.

If you could all be tucked snugly away in a big steamship some night, instead of your little beds at home, when you awoke in the morning there would be water all around you, and no land to be seen anywhere. If George were to stand by the captain's side and let the blue waves dash the spray in

his face, he would find that the water is salt and then he would know that the big ship is crossing the ocean.

After a whole week's sailing with only the waves and sky to look at, you would come to a land prettier than any you ever saw. Its name is Italy and when you say it think of clear lakes and green valleys, of bright sunshine opening the lovely flowers in the gardens and turning the oranges yellow on the trees. There is just one thing finer than the trees and that is the beautiful blue sky.

In this pretty country many, many years ago there lived a man whom I want to tell you about. Listen to his odd name, "Dante." It will not sound strange to you when you are older and have read the poem that he wrote. In that he tells about himself, though there are many things that are true of us, too, in it; for people are much alike after all. It is the story of Dante's poem that you are going to hear now.

There is one spot in the pretty country where the bright sunshine doesn't fall; it is a wood, very deep and very dark. The great trees stand close together as if they said, "Let us shut out the sky with our broad, green boughs." Underneath there is such a tangle of roots and vines that if Harry's ball should be lost *there* he could hardly hope to find it.

Think how dark and still this wood would be at night. No wonder Dante is afraid as he stumbles along in the darkness. He is terribly afraid, even though he is a man, for he has lost his way. He doesn't remember just where he did leave the path, but he is very far away from it now, and has wandered about all night in this gloomy place, trying to find a way out.

I've heard people say its just likethis when people do wrong. They do just a little at first and hardly think it is wrong and then a little more, and more, until they find, pretty soon, that *they* are not in the right path either. This was Dante's trouble, he had lost his way by doing things that were wrong.

You can think how glad he would be when, after many hours, he comes to the foot of a mountain. The sunlight that lies on the top looks very beautiful to him, after the night in the dark forest. You know how glad we are to see the sunshine after one cloudy morning. If Dante can climb the mountain, then he can see his way without any more trouble,

and better than that, if he can once reach that shining top, he will never do wrong things any more.

So he rests a moment for breath, and then begins to climb. Suddenly, what do you think comes to meet him? A beautiful, shining panther that leaps before him as if it did not mean to let him go on. Then his heart began to beat very fast, when he saw coming down the mountain side, a lion looking very fierce and bold; and just at the lion's heels the wolf, looking so lean and hungry, that poor Dante knows that even if he could escape the lion, he never could pass the wolf.

Very sad, he steps down into the darkness again. And now in his trouble, a friend comes to help him. When Dante looks up through his tears and sees his friend, I fancy he feels as glad as you feel when you wake from some troubled dream at night and find mother standing near. The friend's name is Virgil. He lived in Italy, too, and, like Dante, has written a poem that many people read; that you will read some day when you study Latin.

Dante calls to Virgil, "O, save me from the wolf!" Of course that means that he then could begin to climb toward the sunlight again. But Virgil has a strange way of helping him. It seems that Dante, just because he has done wrong, can never reach that sunlight on the mountain top until he has gone through the strangest place! You could never guess. A place where people who used to live on this earth and did wrong things, are being punished for them. Not a very pleasant journey to take, do you think, children? And yet, that is the only way in which Dante can undo his wrong deeds.

But he is so glad to have found even this way to the shining mountain that he begs Virgil to lead him even through this terrible place. So Virgil starts and Dante follows him with a brave heart.

ADVANCED READING ILLUSTRATED.

Real reading is getting out of a selection all that was put into it. To read in the fullest way is to construct pictures as vividly as the author did; see clearly all the truths he embodied in the selection; see all the reasons for phraseology, arrange-

ments, etc., experience all the feelings that should come from such knowledge—in short, the reader must live what the author lived in the production.

For illustration, let us consider "One, Two, Three," in the Indiana Third Reader, (this poem appeared in the August number of the Journal.) The first thing the pupil meets is the printed language; this is the thing he is to interpret; the thing he must master. The teacher must not lose herself in the work so as to forget that *reading* is a mastery of printed (and written) language as standing for meaning.

The thing with which the pupil comes face to face is the printed page. Knowing nearly all the words of the selection he sets out to "read" it or he sets out to interpret these printed symbols. The first thing he gets from his reading is a story; he constructs a picture. Although the lesson covers two pages, he goes over the whole of it—not only two stanzas or four or the half the lesson, but all—and his picture is a completed thing.

He finds there are two main elements in his picture, an old lady and a little boy. All the other features seem to group themselves about these two. He says (and children do say just these things) that the lady is very old, feeble, imaginative, sympathetic; that the boy is only a child, (half-past three) a cripple, happy disposition, imaginative, quite likely, motherless. Many other qualities may also be given. Whenever any point is given concerning either the old lady or the little boy the teacher insists upon knowing what there is in the lesson to justify such an assertion. Thus at each point the child is becoming an exact interpreter and his picture must conform to the language of the poem.

Work upon the picture or the story may occupy all of the first recitation period. The child has now made one step in the interpretation—he sees the language as symbolizing a certain definite picture.

The next step back is to determine the unifying idea in the story or picture; what is there that makes everything harmonious, or that unifies all the features into a one thing? May it be sympathy in affliction? May it be frailty? Or, as one little girl put it, may it be feebleness?

Whatever is decided upon, the pupils should be asked to

show what facts in the story seem to bear out this central thought. The next point is, the feelings that are aroused by the story. There are feelings of sympathy for both the old lady and the child; a feeling of pity for the child, three and a half years old, a cripple and motherless; a feeling of admiration for both in adapting themselves to each other in the game of "One, Two, Three." Other feelings will be mentioned.

Do the feelings aroused for the two persons in the lesson end with these two? Or does the reader have the same feelings for other old ladies and crippled children more strongly than before? Again, the boy is crippled in the knee, a physical lameness; does this in any way symbolize lameness of any other kind? Is physical lameness more serious than mental lameness? A feeling of sympathy is aroused for the child because of a lame knee. How should we feel for people crippled by hate, jealousy, envy or prejudice? Are feelings for mental cripples legitimate from the lesson?

Your feelings for the old lady and the cripple are commendable? Do you expect your conduct to be modified in any way by these feelings? When you next come in contact with a person similar to either of these do you think you may be a little more thoughtful of his comfort than if you had not read this poem? In other words, will this poem become a part of your very life? Do you think it possible that the author of this poem saw a lack in attention for old people and cripples, and he hoped this little poem might help to remedy this evil?

Now a word on another phase of this poem. Do you think this incident ever occurred? Suppose it did not, is the poem false for relating something that never happened? Do you think there were a set of circumstances exactly like these given? What in the language justifies your answer? Is there any truth in it aside from the story?

Whenever the whole round of experience which, as a reading lesson, this poem should give, the words whose meaning is obscure should now be worked out. There will be very few, for such a consideration of the lesson as has been indicated will not leave many of the words unknown.

The treatment of this lesson is somewhat different from the work to be done on a lesson in which are references to gods, myths, legends, or historical facts not at present known to

the pupil. In the latter case, those references should be looked up first, as there is nothing in the lesson to explain them and no definite idea of the story can be gotten without them.

SPELLING.

Whenever I wish to use the word *attitude* in writing I am troubled with the spelling is it a-t-i or a-t-t-i at the first part of the word? To determine which it is, I say over to myself a-t-t-i-t-u-d-e and then a-t-i-t-u-d-e until I determine which sounds right, *i. e.*, which sounds as I remember the sounded when I spelled it from the dictionary. I compare the two spellings just given with what I may call a *sound* image.

It was only a few years ago that I found that another way of determining the proper spelling of a word if the person was doubtful, is to write it down and see if it looks right. This may be called a comparison of two or more doubtful forms with a sight image. All spelling employs one or the other of these comparisons.

There are, then, but two questions to ask in the spelling of a new word: first the origin of the image; second, its retention. Poor spelling means there is something wrong in one or the other or both of these places. To see if the difficulty might not be exactly located in individual cases and some general ideas that might apply to many others, a series of tests were made upon a class of forty student teachers in a certain school.

These tests consisted of holding before the class an unpronounceable group of letters. The pupils were to write down instantly what they saw, spelling as nearly correctly as possible. The tests were varied with words of different lengths. Some of the results are here given.

In one test, four out of five poor spellers had defective sight.

Frequently two or three letters only were seen, usually the first, second and last, the relative location and distance being correctly produced. The impression was that of a whole with characteristic features.

'Most of the letters were seen but the order was not known.

In one case, nine correct letters were given in shuffled order, the student declaring she had received no conscious impression of their arrangement. The number was obtained by counting afterward. Here apparently, the impression was of individual unrelated letters.'

"In many cases the letters were correctly perceived, the order was right, and in a majority of cases the number was a part of the perception. The impression was that of a whole compound of distinct parts." In this case were the persons who spelled correctly.

These results show two defects in the origin of the images: first, part of the poor spelling seemed due to defective sight; second, the peculiar way in which attention was centered on the words. As to defective sight (and hearing also) each teacher should know in regard to each child whether these two senses are defective enough to be in any way a hindrance to the work of the school. If they are, the pupil should be seated in such a place as to be at the least possible disadvantage.

There were two ways in which the poor spellers above mentioned centered attention upon the word. The first class usually observed the first and second letters and the last but did not observe the middle of the word. They also observed the relative location of these letters and which was first, second, and last and that they did not know those between.

The second class was made up of those who directed their whole attention to the parts of the words, that is to the letters as merely isolated things. They knew what letters there were but did not know the order.

It is to be kept in mind that these persons are grown and have fixed habits of thought. The special value of the test is in showing what are the habits of thought in these poor spellers that seem to account for the poor spelling, and then to determine how work of all kinds shall be done to avoid such habits.

If all words had their difficult place in the first or last part of the word, the habit of the first class (centering attention upon the first and last of the word) would, in the main, answer very well. This habit would help to fix the form of such words as *knelt*, *chord*, *occur* and *control*. But for such

words as *deceive*, *thought*, *machine* and *kerosine* it fails entirely. Besides the habit of always looking at the extreme of things is a mechanical way of doing. There should be stimulated from the very beginning a more rational ground for selection. The nature of the object dealt with and the purpose of its study should influence this selection.

In regard to the second class—those that saw the letters as isolated with very little or no idea of their order. It might be said that this habit is already too general. It is a strong tendency with us to consider individual facts and to look no further; to see each thing as if it were entirely distinct from everything else. Both this and the foregoing habit have been acquired from the way in which most of their work has been done and not simply from work in spelling. To make a good speller, all work must be carefully done for the habits acquired in the other work modify very much how the pupil will consider words to be spelled.

In spelling, there should be the habit of first seeing the whole word at a glance, then immediately dropping to the hard place, seeing just what the letters are and their order. This means that the habit of always centering attention upon either the first, middle or last part of a word is wrong, but when a word is looked at for the purpose of spelling the selective idea in attending to the word should be the *hard place*. This insures attention on the first part of *kneelt* and *chord*, on the last of *control* and *zinc* and on the middle of *machine* and *deceive*. I also wish to emphasize again that the pupil should do three things with every word he wishes to learn to spell—first take a good, square look at the whole word; second, center attention upon the hard place until mastered; third another look at the whole word, seeing all the parts (difficult and easy) in correct order. This carefully done will insure a correct image and it should be varied and repeated to insure its retention.

A NEW MOVE.—IS IT NOT A GOOD ONE?—Trustee D. M. Thoms has employed Wm. Wagner to teach music in the schools of Washington township, Randolph County, giving one hour each week to each school. Teachers and pupils and parents endorse this new departure and it is likely to become a permanent feature of the schools of this township. Why not?

PROGRAM FOR THANKSGIVING DAY.

It was Thanksgiving and this was the way it was celebrated in one of our district schools. Lessons were disposed of and books placed in order for the day. Then by skillful questioning the teacher learned just how much her pupils knew of the day. She then proceeded to tell them all about its origin and subsequent history. She then passed slips of paper to all the pupils requesting them to write one or more things for which they were thankful. Papers were then collected, read aloud and discussed. Below are given a few of the answers.

"I am thankful that I have a home." "I am thankful that I have good health and can go to school." "I am thankful that man has a soul and that there is a heaven." "I am thankful that I live in a free country." "I am thankful that I am an American and that I am free."

The pupils ranged in age from 7 to 18 years. No suggestions were given as to what to write, yet every answer was creditable, and showed the future philosopher, poet and patriot. There were several good things accomplished by this. It caused them to see many things to be thankful for, thus developing gratitude. It developed good thoughts and gave practice in expressing them, and it impressed the day, its history and connections upon their minds so they will never forget it.

STELLA LAMAR.

EATON, IND.

1. Song, - - - "America."
2. Reading of President's Proclamation, by a pupil.
3. Reading of Governor's Proclamation, by a pupil.
4. Prayer by a Parent.
5. Recitation, - WHEN THE FROST IS ON THE PUNKIN

When the frost is on the punkin and the fodder's in the shock,
And you hear the kyouck and gobble of the strutting turkey cock,
And the clackin' of the guineys, and the cluckin' of the hens,
And the rooster's hallylooyer as he tiptoes on the fence;
Oh, it's then's the times a feller is a-feelin' at his best,
With the risin' sun to greet him from a night of peaceful rest,
As he leaves the house, bareheaded, and goes out to feed the stock,
When the frost is on the punkin and the fodder's in the shock.

They's somethin' kind o' hearty like a-bout the atmosphere
When th heat of summer's over and the coolin' fall is here;

Of course we miss the flowers, and the blossoms on the trees,
 And the mumble of the hummin' birds and buzzin' of the bees;
 But the air's so appetizin'; and the landscape through the haze
 Of a crisp and sunny morning of the airy autumn days
 Is a pictur' that no painter has the colorin' to mock—
 When the frost is on the punkin and the fodder's in the shock.

The husky, rusty rustle of the tassels of the corn,
 And the raspin' of the tangled leaves, as golden as the morn;
 The stubble in the furries—kind o' lonesome like, but still
 A-preachin' sermons to us of the barns they grewed to fill;
 The strawstack in the medder, the reaper in the shed;
 The horses in the stalls below—the clover overhead—
 O, it sets my heart a-clickin' like the tickin' of a clock,
 When the frost is on the punkin and the fodder's in the shock.

—J. Whitcomb Riley.

6. Essay, - - - ORIGIN OF THANKSGIVING
 7. Recitation, - - - AUTUMN STYLES

The autumn styles are out, I see,
 But as to colors few agree.
 Dame Oak says yellow should be worn,
 And so to old gold she is sworn;
 Miss Gentian and her sister, too,
 Appear in public dressed in blue;
 Gay Mrs. Maple claims that red
 Of all the colors is ahead;
 While dear Miss Clematis is dressed
 In misty white, as suits her best;
 The Misses Pine and Fir are seen
 In costumes of unchanging green;
 But Madame Chestnut says that brown
 Is best of colors for a gown;
 And so we may conclude the while
 That every color is in style.

—Emma C. Dowd in *Youth's Companion*.

8. Reading.

To watch the corn grow and the blossoms set, to draw hard
 breath over the plowshare or spade, to read, to think, to love,
 to hope, to pray—these are the things that make men happy;
 they have always had the power of doing these; they never
 will have power to do more. The world's prosperity or adver-
 sity depends upon our knowing and teaching these few things;
 but upon iron, or glass, or electricity, or steam, in no wise.—
Ruskin.

9. Address, - THANKSGIVING WHEN I WAS A BOY
 (By one of the fathers.)

10. Recitation.

The harvest time, which Thanksgiving Day commemorates, is the world's festival, the feast of the year's ingathering. Now has our Father in heaven answered the prayer that is taught us, and given us indeed "our daily bread."

11. (Carrying out Miss Lamar's plan given at the head of this program, let each pupil read or give orally some one thing for which he is or should be thankful.)

12. Concert recitation. (All standing.)

Praise to God, immortal praise,
For the love that crowns our days;
Bounteous source of every joy,
Let Thy praise our tongues employ;
For the blessings of the field,
For the stores the gardens yield,
For the joys that harvests bring,
Grateful praises now we sing.

All that spring with bounteous hand
Scatters o'er the smiling land;
All that liberal autumn pours
From her overflowing stores;
These, great God, to Thee we owe,
Source whence all our blessings flow;
And for these our souls shall raise
Grateful vows and solemn praise.

13. It is the practice in many schools to take up a collection of fruits, vegetables, clothing, books, and toys to be given to those in the vicinity who are needy. This is a good time for such a collection.

14. Recitation, - THE FIRST THANKSGIVING DAY
A. D., 1622

"And now," said the Governor, gazing abroad on the piled-up store
Of the sheaves that dotted the clearings and covered the meadows o'er,
" 'Tis meet that we render praise because of this yield of grain:
It is meet that the Lord of the harvest be thanked for his sun and rain."

"And therefore, I, William Bradford, (by the grace of God to-day,
And the franchise of this good people) Governor of Plymouth, say
Through virtue of vested power, ye shall gather with one accord,
And hold, in the month November, thanksgiving unto the Lord."

"He hath granted us peace and plenty, and the quiet we've sought so
long;
He hath thwarted the wily savage and kept him from wrack and
wrong;

And unto our feast the Sachem shall be bidden that he may know
We worship his own Great Spirit who maketh the harvests grow.

"So shoulder your matchlocks, masters, there is hunting of all degrees;
And fishermen, take your tackle and scour for spoil the seas;
And maidens and dames of Plymouth, your delicate crafts employ
To honor our first thanksgiving and make it a feast of joy.

"We fail of the fruits and dainties old; we fail of the good home cheer;
Ah, they are the lightest losses mayhap, that ever befell us here.
But see, in the open clearings, how golden the pumpkins lie—
Enrich them with sweets and spices and give us the pumpkin pie."

So bravely the preparations went on for this bounteous Autumn feast,
The deer and the bear were slaughtered; wild game from the greatest
to least

Was heaped in the colony cabins; brown home-brew served for wine;
And the plum and the grape of the forest for orange, and peach and
pine.

At length came the day appointed, the snow had begun to fall,
But the clang of the meeting-house belfry rang merrily over all,
And summoned the folk of Plymouth who hastened with glad accord
To listen to Elder Brewster, as he fervently thanked the Lord.

In his seat sat Governor Bradford, men, matrons and maidens fair,
Miles Standish and all his soldiers with corselet and sword were there;
And sobbing and tears and gladness had each in its turn the sway,
For the grave of sweet Rose Standish o'ershadowed Thanksgiving
Day.

And when Massasoit, the Sachem, sat down with his hundred braves,
And ate of the varied riches of gardens and woods and waves,
And looked on the granaried harvest, with a blow on his brawny chest
He muttered, "The Good Great Spirit loves his white children best."

And then as the feast was ended, with gravely official air,
The Governor drew his broad sword from its sounding scabbard there,
And smiting the trencher before him, he cried in heroic way:

"Hail, pie of the pumpkin! I dub thee Prince of Thanksgiving Day."

15. Song - - - - - THANKSGIVING
TUNE—"Come, Thou Fount of Every Blessing."

To the Giver of all blessings	For the splendor of the forest
Let our voices rise in praise	For the beauty of the hills,
For the joys and countless mercies	For the freshness of the meadows,
He hath sent to crown our days;	And a thousand sparkling rills;
For the homes of peace and plenty	For the blossoms of the springtime,
And a land so fair and wide,	And the memories they bring,
For the labor of the noonday,	For the ripened fruits of autumn,
And the rest of eventide.	Do we thank thee, O our King.

For the wealth of golden harvests,
For the sunlight and the rain,
For the grandeur of the ocean,
For the mountain and the plain,
For ever-changing seasons,
And the comforts which they bring,
For Thy love so grand, eternal,
We would thank Thee, O our King.

EDITORIAL.

I wouldna gie a copper black
For ony mon that turns his back
On duty clear;
I wouldna take his word or note,
I wouldna trust him for a groat,
Nor lift an oar in any boat
Which he might steer.

—Mrs. Barr.

NEW MOVE NO. 2.—Montgomery County is the leader. Supt. J. S. Zuck and his trustees have made a new departure by supplementing the township meeting in this wise: They have agreed to hold joint meetings so that the entire county will be reached in five of these meetings. They have employed Miss Eleanor Wells of Indianapolis to be present and take the lead in these meetings. The meetings are informal and an effort is made to get at the real needs of the teachers. The meetings might be called Round Table meetings in which all are encouraged to talk and ask questions. The superintendent and trustees attend all these meetings and the results so far are highly satisfactory. Miss Wells is a skillful primary teacher and knows how to give other teachers the benefit of her experience. The trustees pay all expenses. Is not this a good move?

The STATE BOARD OF EDUCATION, at its recent meeting, commissioned High Schools at Shelbyville and Oakland City. Ruskin's *Essays*, edited by Mrs. L. G. Hufford, of Indianapolis, was adopted as the basis of literary study for Indiana teachers for the next six months. Irwin Shepard, of Winona, Minn., Superintendent F. A. Cotton, of New Castle, and Superintendent C. F. Patterson, of Edinburg, were made a visiting committee to the State Normal School. President W. W. Parsons, of the State Normal School, President Joseph Swain, of the State University, and D. K. Goss, Indianapolis, were appointed to prepare a circular on English in commissioned high schools. A professional license was granted to Superintendent S. W. Taylor, of Warrick county. D. K. Goss was elected secretary of the board, to take the place of Lewis H. Jones, resigned. The two new members on the board, W. A. Hester, of Evansville, D. K. Goss, of Indianapolis, were cordially received.

HELP THE NEEDY.—Recently an appeal was made through the Indianapolis papers for some poor children who did not have clothing in which they could attend school. This suggests the idea that there are many children out of school for the reason that they do not have sufficient clothing. Very often the most worthy are too proud to ask for help and they should be sought out. If teachers will take some pains to find what pupils in the vicinity of their schools are out of school and the reasons for the non-attendance they will doubtless find that the lack of proper clothing plays a large part. In such cases an enterprising teacher can always overcome the difficulty. If the trustee cannot render the needed assistance there are always to be found those who are ready to assist such cases. This work should be done quietly and unobtrusively so as not to wound the pride of people—as generally the most diffident are the most deserving.

Such an effort as is here suggested, faithfully carried out all along the line would relieve much distress and place hundreds, if not thousands of children in the schools where they belong. Reader, will you do your part?

A WOMAN IN THE FACULTY.

The trustees of the State University have at last put a woman in the Faculty. This has been a pressing demand for years. Every school admitting both sexes should have at least one woman on the Board of Control. We believe that a college that admits only young men would be the better for having two or three strong women in its faculty. The young men would be the better for such an influence both in and out of the class-room. And in an institution admitting young women there are added reasons for having women in the Faculty.

Miss Mabel Banta is the new addition. She will act as assistant in Latin. Let us all hope that Miss Banta will do so well that the trustees will be compelled to give her several lady associates.

TEACHING PATRIOTISM.

The JOURNAL believes thoroughly in teaching patriotism but does not agree with some of the friends in the use of so much "ceremony" as is often recommended.

The JOURNAL believes that every school building should have a flag to use on special occasions. If displayed every day it becomes a thing of indifference. The JOURNAL endorses heartily the ceremony of saluting the flag—but not for a daily exercise. In the hands of most teachers it would become a mere form. The following form of "salute" is short and can be easily learned. Let it be drilled upon till the children know it thoroughly:

The flag is displayed at the teacher's desk. The piano, or bugle, or bell strikes a quick note; every scholar rises, turns his face towards the flag, hands to the side; another note is sounded, every scholar gives the

flag the military salute—right hand lifted, palm outward, to a line with forehead and close to it. Standing thus, all begin to repeat together: "I pledge allegiance to my flag and the Republic for which it stands; one nation indivisible, with liberty and justice for all." At the words, "to my flag," the right hand is extended gracefully, palm upward, towards the flag, and remains in this gesture till the end of the affirmation; whereupon all hands immediately drop to the side. Then, still standing, as the instrument strikes a chord all begin at once some patriotic song.

Any teacher wishing suggestions and information in regard to teaching patriotism should write Eliza J. Crisler, Greensburg, Ind.

FIRST WOMAN STUDENT.

"Many years ago when Mary Hannah Krout and a coterie of young ladies applied for admittance to Wabash College they were firmly refused. Ever since that day, however, the granite of prejudice has been crumbling and there is now a big crack in the giant boulder. A lady is attending recitations in Wabash College. When Professor I. B. Baldwin, of the Quincy schools, came to Wabash for special work his young wife came with him. Mrs. Baldwin is a progressive young lady and became imbued with the desire to take the course in biblical literature under President Burroughs. She applied for admission to attend the recitations and permission was finally granted. Mrs. Baldwin is now a student of Wabash, and while her name will not appear in the catalogue she is receiving all the benefits of the study she is pursuing. It is a big step toward the inevitable."

The above is clipped from the *Crawfordsville Journal* and is welcome news. Wabash is the only college in this state, except Notre Dame, that does not admit women. If there could be as much new, this-century blood infused into the Board of Trustees as has recently been put into the faculty, the thing would soon be done.

Women do not ask that the standard of scholarship be lowered in any degree; they simply ask an even chance and they will do the rest.

OLIVER WENDELL HOLMES.

DIED OCTOBER 7, 1894.

1809-1894 mark the beginning and the end of the years of one of America's best known and most widely-loved men of letters, Oliver Wendell Holmes. His was a long life whether you measure by years or events. Gladstone was born the same year. George III was king of Great Britain and James Madison was president of the United States when Holmes first saw the light. He was a dignified professor of physiology at Dartmouth when the young Queen Victoria was called to the head of the English government. In the history of American letters he witnessed the beginning and his death marks the end of that New England school which has given American literature reputation

and standing abroad as well as at home. Emerson, Lowell, Longfellow, Whittier, Hawthorne—he lived, walked and talked with them all, and saw them all pass on into the shadowy land. Now he follows. We place the books of Holmes along with those of his literary associates and friends and think of him as again enjoying their companionship.

Perhaps the book that marks most distinctly his individuality is the "Autocrat of the Breakfast Table." Indiana teachers who were members of the Reading Circle for 1892-93 sat around this breakfast table and partook of its wit and wisdom, its humor and satire. Now, the Autocrat's place is vacant but those who were partakers of his bounty must rejoice over a year spent in such society. The Autocrat was written when Holmes had completed his first half century and in it he embodies the thought and feeling he had stored up during fifty years of existence. By profession he was a physician but the cold, practical facts of physiology did not conflict with the humor which so delightfully characterizes his literary efforts.

Dr. Holmes's pen was equally facile in poetry and prose, in fiction and essay. "Old Ironsides," "The Last Leaf," "The Chambered Nauticus," are poems that will live as long as the language in which they are written. Elsie Venner, one of his novels, is a delightful study in heredity, giving a glimpse of the borderland between physiology and psychology. But his best pictures of life are in his essays, among which the Autocrat stands out unique.

A London paper of recent date comments thus upon the departure of Holmes: "Dr. Holmes's writings are so widely read and cheap editions are so widely distributed that his name has become as popular in every English household as the most generally known authors of English birth. The Autocrat had more readers than even Lowell, Irving or Motley. He appealed to every class. His chasteness of style was an example to every writer of the Queen's English, and the man's gentleness, charity and ever-ready sympathy secured him as many admirers on this side the Atlantic as on yours."

"PLEASE DISCONTINUE MY JOURNAL."—Occasionally we receive a letter containing the foregoing sentence, with not a word about paying for the copies already received, or not a word of excuse for this setting aside the contract without the consent of the other interested party. When a teacher subscribes for a paper he enters into a contract and is in honor bound by it. The agent has done his work and deserves his commission. The clerk has received the name, made the necessary registration and must be paid. The editor has printed one or two or more issues and paid for the same and in addition has paid the postage. In short, the editor has entered into this contract to furnish this JOURNAL for a year and has advanced money on it. Has the teacher any legal or moral right to ignore his obligation and coolly say, "Please discontinue my JOURNAL." In case of any misfortune or special reason why a teacher cannot easily carry out his contract is it too much to say that he owes it to the editor to make explanation and to *pay for what he has already received?*

QUESTIONS AND ANSWERS.**STATE BOARD QUESTIONS FOR SEPTEMBER.**

SCIENCE OF EDUCATION.—Discuss the subject of order in the school-room, showing whether it is a means or an end, and distinguishing carefully between order as determined by outside force, as that of the teacher, and order as determined by principles implanted in the pupils causing them to control themselves; and show in what ways pupils will be affected as to their after life by these different methods of school government.

PHYSIOLOGY.—1. Describe the central nervous system and locate the centers of voluntary, reflex, and vital actions.

2. Describe the skin and functions of the various parts. (*Give a full discussion of 1 or 2.*)

U. S. HISTORY.—1. What treatment did the Quakers receive from the Puritans of Massachusetts? Why was this done? How was it stopped?

2. What were the causes of the French and Indian War?

3. Give an account of the capture of Cornwallis. What was the effect of this capture?

4. When were the Embargo and Non-Intercourse Acts passed? How were they passed? How were they received by New England?

5. Give the most important events of Jackson's administrations.

6. Give an account of the laying of the Atlantic Cable. What do you think of the importance of this event?

7. What do you understand by the following terms: "Carpet-Baggers?" "Boycott?" "Black List?" "Anarchist?" The "New South?"

GEOGRAPHY.—1. Draw an outline map of the United States. Draw in roughly the Mississippi River system, showing the extent of the territory drained by it. Draw the principal rivers draining the Atlantic sea-board.

2. Tell, briefly, what sort of a geography lesson might be developed from a copper cent as an object before the First Reader class.

3. What countries of the world are crossed by the parallel of latitude which runs through Memphis, Tenn.?

4. What causes operate to make isothermal lines vary from parallels of latitude?

5. What characteristic differences in the governments of Russia, Germany and France?

6. Bound the territory embraced in Kansas, Nebraska and Colorado.

7. How do the mineral deposits of the Alleghany and Blue Ridge Mountains differ from those of the Rocky Mountains and Coast Range?

8. What would probably be the nature of the commerce of the Danube River and the Caspian and Black Seas?

9. How does the climate of Orange Free State compare with that of Indiana? With that of Argentine Republic?

10. Describe the Rio Grande River. The Volga system of rivers.

ENGLISH GRAMMAR.—1. Give the use of each of the subordinate clauses in the following:

(a) What in me is dark, illumine; what is low, raise and support.

2. Give the principal parts of these verbs: Drink, ride, begin, fly.

3. Explain what a transitive verb is. Is the verb in each of these sentences transitive? Why?

(a) The laborer went home.

(b) The horses are eating near the barn.

4. Analyze:

(a) Man wants but little here below,
Nor wants that little long.

5. Change these expressions into sentences, and use the possessive case form:

(a) The home of Mary and Martha.

(b) The dictionaries of Webster and Worcester.

(c) The line of Mason and Dixon.

6. Give the plurals of: Radius, piano, chimney, pulley, muff.

7. Give the construction of each participle in the following:

(a) Vessels carrying coal are constantly arriving.

(b) The wind goes whistling through the trees.

8. Correct, with reasons:

(a) Mr. B. gave John and I tickets for the circus.

(b) I have got no father.

9. Give examples of—

(a) Adjective clause whose connective is a conjunctive adverb.

(b) A noun clause used as subject.

(c) An adverbial clause of degree.

10. Who will go has not been decided. In this sentence, is *who* a relative pronoun? Give your reasons for your opinion.

JULIUS CÆSAR.—1. After Brutus has been visited by the conspirators and the plans made for assisting Cæsar on the following day, Portia and Brutus have a lengthy conversation in which Portia urges him to tell her the cause of his grief, and to reveal to her all his plans.

(a) Quote any significant passages from this interview.

(b) What characteristics does Portia here reveal?

(c) What intellectual and moral qualities does Brutus manifest in this interview?

2. Contrast the wife of Brutus with the wife of Cæsar.

3. What evidence have we in the drama that Brutus told Portia of the conspiracy before the assassination took place?

4. When Portia says, at the close of Act II:

“O, Brutus,

May the heavens speed thee in thine enterprise to-day,”

Does she become in spirit a member of the conspiracy? Show this.

READING.—

“Be not over exquisite

To cast the fashion of uncertain evils;

For grant they be so, while they rest unknown,

What need a man forestall his grief,

And run to meet what he would most avoid.—*Milton*.

1. What is meant here by "over exquisite?" 10
2. What does the poet mean by "cast the fashion?" 10
3. What are "uncertain evils?" 10
4. "For grant they be so;" be what? 10
5. To what does "while they rest unknown" refer? 10
6. How can a man "forestall his grief?" 10
7. How can a man "run to meet" an evil?" 10
8. What "would he most avoid?" 10
9. Quote a common and homely adage that gives the same advice as the above quotation. 10
10. Wherein lies the great folly of doing what is condemned in the quotation? 10

ARITHMETIC.—1. A man bought a horse and a carriage for \$280, and $\frac{1}{4}$ of the cost of the carriage was equal to $\frac{2}{3}$ of the cost of the horse. What was the cost of each?

2. In what time will \$250 yield \$28.12 interest at 5%? Analyze.
3. Berlin is 13° 23' 53" E. long., and Boston is 71° 4' 9" W. long. When it is noon at Boston what is the time at Berlin?
4. What is the present worth of a note for \$540, due in 90 days, drawing interest at 6%, discounted at 8%, true discount?
5. How many gallons in a circular cistern 6 ft. in diameter and 7 ft. deep?
6. What is the value of a pile of wood 360 ft. long, 12 ft. wide, 6 ft. high, at \$3.20 per cord?
7. What is the difference between seven hundred and two thousandths and seven hundred two thousandths?
8. What powers of the mind should receive most improvement from the study of the process of multiplication, especially from the multiplication table? How would you teach the multiplication table?
9. A railroad train moves a mile in 65 seconds. What is its speed per hour?
10. The surface of a cube is 432 sq. ft. What is its volume?

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—Order in school is both a means and an end; a means by which the work of the school may be carried on uninterruptedly and profitably; and an end in that the pupil may, through the growth of good habits, become an orderly and law-abiding citizen. Order determined by outside force is like a wild animal chained but untamed. Connected with such order there is a constant strain on the part both of the authority and of the governed. Under its rule disorder often waits only on opportunity, and the habit of self-control is not a feature of such conditions. In such an atmosphere the spirit of work, or study, is chilled, and enthusiasm deadened. In after-life a person who has been much subjected to such discipline always looks upon his school days with unpleasant memories, and whether he is aware of it or

not, he has lost the golden opportunity of training his will in self-control. Order determined by principles implanted in the pupils, causing them to control themselves, is most helpful and greatly to be desired. It is the only true discipline. In the school where it exists the atmosphere is full of the spirit of good feeling and industry. The work moves along without a jar or disturbance; the habit of self-control, more valuable than shining gold, is a part of the education received under such training and in after life is the guiding hand that leads to success and happiness.

U. S. HISTORY.—1. The Quakers were first banished—then some were hanged. They held very unpopular opinions which they insisted upon preaching, and were regarded with horror by the Puritans of New England. (See paragraphs 84, 85, 86, 87 of text-book.)

2. Conflicting territorial claims (see paragraph 137.)

3. Cornwallis thought that he was safe at Yorktown, with his 7,000 men, as the British generally controlled the sea. But Washington came by land and the great French fleet by sea, and the capture of Cornwallis was made a certainty. (See page 183 of text-book.) The effect of the capture was to inspire the patriots with joy, and with the hope of independence; and to check the king and his ministers in their mad policy.

4. The Embargo (1807) and the Non-Intercourse Act (1809) were passed in order to injure Great Britain, by depriving her of our trade and products, but our people were likewise injured, more really than the enemy. Opposition to these acts came largely from New England because the people there were interested chiefly in commerce.

5. The inauguration of the "Spoils System." Veto of the bill for rechartering the U. S. Bank. Nullification in South Carolina. Removal of the deposits. The compromise tariff. The specie circular.

6. The first trial was in 1858. A line was laid, but it worked for only a few messages. Mr. Field kept on working and improving upon plans and materials until in 1866 another attempt was made and it proved successful. The importance of this accomplishment can not be estimated. It has affected the life of the whole world in many ways. (See paragraph 364.)

7. "Carpet-Baggers. A name given by the Southern whites to the Northern whites that, after the civil war, came South and took an active part in politics." "The name arose from the fact that few of them intended to settle permanently, but carried (it was said) their effects in a carpet-bag."

"Boycott" means a kind of proscription in which certain parties agree not to trade with, hire, or have anything to do with a certain other party (or parties.) To combine against by refusing to deal or associate with; place the products or merchandise of under a ban; a method of attack in political or labor conflicts first practised by Land-Leaguers in Ireland. [Capt. Boycott was the first notable victim of the system.]

BLACK LIST—A list of persons to be held under suspicion or censure, or who are of unsound credit, or who have joined in a strike, etc.

ANARCHIST.—A malcontent respecting all existing institutions regarding them as essentially tyrannical, either as aristocratic or plutocratic; especially one who would use violence to destroy the existing social and civil order of things.

THE NEW SOUTH.—The South that has evolved since the Civil War. So great has been the change in institutions, industries, etc., since the War of the Rebellion that in contrast with the conditions preceding that period, the southern states have been styled "The New South."

GEOGRAPHY—2. A lesson in which—(a) The material (copper) should form one topic; what it is, where it is found, etc. (b) The stamp (the Indian head) should form another topic. Why it is there, where the Indian lives, how he lives, his characteristics, etc. (c) Where it was made—how it came to our neighborhood, etc. (d) What the coin is called; its value compared with others.) [Some the topics do not pertain strictly to geography, but should be embodied with those that do.]

5. Russia is an absolute monarchy; the will of the sovereign is supreme. Germany is a constitutional monarchy. France is a Republic. (See text-book, and Woodrow Wilson's "The State.")

7. The mineral deposits of the Rocky Mountains and the Coast Range are gold, silver, platinum, mercury, antimony, iron, etc.; of the Alleghany and Blue Ridge mountains—coal, nickel, petroleum, salt, iron, marble, etc.

8. Furs, tea, spices, indigo, silks, carpets, etc., from the East would be brought westward; furniture, machinery, fire-arms, and many manufactured articles and modern improvements representing the progress of civilization, would be taken eastward.

9. The "Orange Free State" possesses in general a mild and genial climate, salubrious but not steady, being subject to sudden changes on account of the winds. In the most elevated regions the winters are occasionally severe.

"The great extent of this country (Argentine Republic) in latitude makes its climate range through all the diversities of temperature from that of Northern Europe and Canada to that of Egypt and Arabia." "The broadest part of the Republic enjoys one of the finest climates in the world, rivalling that of southern France or northern Italy." The climate of the "Orange Free State" is not so good as that of Indiana, nor so good as that of the best of the Argentine Republic.

ENGLISH GRAMMAR.—1. Each subordinate clause is relative, used adjectively, modifying *that* understood.

4. This is a simple sentence with a compound subject, the parts being connected by "nor;" "little" is an adjective used substantively, and as an adjective is modified by "but," an adverb; "long" is an adverb, modifying "wants," (in the second line); "here" and "below" are adverbs modifying "wants" (in the first line.)

7. (a) "Carrying is used adjectively, modifying "vessels;" "arriv-

ing" is a complement of "are" and expresses an attribute of "vessels;" "are arriving" is a form of the "progressive" style of conjugation. (b) "Whistling" is used as a predicate adjective, expressing an attribute of "wind." [Some would call "whistling" an adverb of manner.]

9. (a) I saw the grave *where he is buried*. (b) *That he is guilty* is evident. (c) He was so sick *that he could not go*.

10. It is not a relative; it has no proper antecedent, and its clause is substantive.

READING.—1. "Over exquisite" combines the ideas of calm persistence, vivid imagination, and an uncalled-for readiness in conjuring up evils.

2. By "cast the fashion," the poet means to mold the image or paint the picture of the evil.

3. "Uncertain evils" are evils that may not come.

4. For grant they be *evils* (that are probable.)

5. To *evils* that are conjured up.

6. By grieving over the possibility of some day having something real to grieve about.

7. A man can "run to meet" an evil by worrying about it before it really transpires, or threatens.

8. He would certainly most avoid the *evil*.

9. "Don't cross a bridge before you come to it."

10. Doing what is condemned in the quotation is foolish because there is nothing gained by it. A person would better be thinking of some way to avoid evil or to counteract it. The very fact that the evil is uncertain is sufficient cause for indifference upon the subject.

ARITHMETIC.—1. If $\frac{1}{3}$ of the cost of the carriage was equal to $\frac{1}{3}$ of the cost of the horse, the cost of the carriage was $\frac{1}{3}$ of the cost of the horse; to this add the cost of the horse, or $\frac{1}{3}$ of the cost of the horse, and both cost $\frac{2}{3}$ of the cost of the horse, or \$280; therefore $\frac{1}{3}$ of the cost of the horse was \$35, and the whole cost \$105; the cost of the carriage is found to be \$175.

2. Answer, 2 yr., 2 mo., 29.8+days.

3. Answer, 5 hr., 37 min., 52 $\frac{1}{2}$ sec. past noon.

4. The amount of \$540 for 90 days at 6% is \$548.10, the sum due at maturity. The present worth of this sum, if money is worth 8%, is the principal which would amount to \$548.10 in 90 days, at that rate. This principal is \$537.35+.

5. Answer, 1480.55+gallons.

6. Answer, \$648.

7. Some make a difference, but there is really none, unless a comma is inserted in the first line after "hundred." Then in the first statement the denomination of the "seven hundred" is unmistakably *units*.

8. (a) Perceiving, reasoning, generalizing, remembering. (b) By developing or making it.

9. Answer, 55 $\frac{1}{3}$ miles per hour.

10. Answer, 610.9244 cu. ft.

The following is the solution of example (8) of the list published in the October JOURNAL:— $18288\text{m.} = 19999.96\text{ yds.}; 19999.96\text{ yds. @ } \$2.75 = \$54999.89. 18288\text{ m. @ } \$2.40 = \$43891.20. \$54999.89\text{ less } \$43891.20 = \$11108.69.$ The answer in the October JOURNAL simply had a decimal point where there should have been nothing or else a comma.

ANSWERS TO LITERATURE QUESTIONS.

This little scene is deserving of most careful study. Brief as it is there is enough substance in it for an entire drama. It is a contention between husband and wife—a spirited, yet dignified contention between a devoted husband and a loving wife. In this play Portia represents a model woman, and Brutus stands, though not quite a model man, as a model husband and in every way a model man in his home relations. Shakespeare could not have been true to nature if he had allowed a thing of so much moment as the conspiracy to develop without involving in contention every sensible husband and wife in any way connected with it, but he has shown the spirit in which all contentions should be conducted, in which all contentions between sensible husbands and sensible wives will be conducted if they hold each other in proper regard.

This brief conversation between Brutus and Portia, considered as an organic structure, which indeed it is, seems at first to lie open to the criticism that while all art should be universal this is too particular, for not one man in a million is ever involved in a dispute with his wife on account of his being engaged in conspiracy against the ruler of a State. But let us look again. What is the real question of dispute. It is one as universal as humanity. *The wife declares that the husband knows something he has not told her.* Eve herself was no doubt the first mortal to spring accusation upon her defenseless husband, and down through all the ages it has been perpetuated by her married daughters. But the universality of this theme is not confined to mortals; it originated with the gods. Near the beginning of the oldest book in literature we have a record of a heated dispute between Jupiter and Juno upon the same question. But how different the spirit! Portia, with all the gentleness and love and culture of a model wife, says:

"Brutus, my lord!"

Juno, with all the hatefulness of Xantippe, says with her celestial, but forked tongue:

*"O crafty one, with whom among the gods
Plottest thou now? Thus hath it ever been
Thy pleasure to devise, apart from me,
Thy plans in secret; never willingly
Dost thou reveal to me thy purposes."*

Brutus, evading her question of course, but with as much gentleness as his wife, answers:

*"Portia, what mean you? Wherefore rise you now?
It is not for your health thus to commit
Your weak condition to the raw-cold morning."*

Contrast with this the reply of Jupiter, the Olympian tyrant:

*Juno, do not think to know
All my designs, for thou wilt find the task
Too hard for thee, although thou be my spouse.*

*When I form designs
Apart from all the gods, presume thou not
To question me or pry into my plans.
Harsh-tongued! thou ever dost suspect me thus,
Nor can I act unwatched; and yet all this
Profits thee nothing, for it only serves
To breed dislike, and is the worse for thee.
But were it as thou deemest, 'tis enough
That such has been my pleasure. Sit thou down
In silence, and obey, lest all the gods
Upon Olympus, when I come and lay
These potent hands on thee, protect thee not."*

Verily, as far as the heavens are above the earth, so far in moral excellence do these two mortals of Shakespeare surpass the gods of Ancient Greece.

(a) *"Hoping it was but an effect of humor,
Which sometime hath his hour with every man."*

*"You are my true and honorable wife;
As dear to me as are the ruddy drops
That visit my sad heart."*

(b) Portia shows herself first of all to be a loving and devoted wife. It is with deep solicitation for her husband's welfare, not with idle curiosity, that she seeks to know his plans. She has most excellent general intelligence and rare practical sagacity. She is fluent in speech. She displays true feminine intuition when she says: "*No, my Brutus, you have some sick offence within your mind.*" And not least of all does she show herself to be a shrewd logician skilled in the art of argumentation. It is doubtful if the whole history of forensics can furnish another case in which an opponent is so completely overwhelmed and his every argument so completely demolished. Brutus tells Portia it is not for her health to be out in the damp night air.

Portia— *"Nor for yours, neither, * * Dear, my lord,
Make me acquainted with your cause of grief."*

Bru.— *"I am not well in health, and that is all."*

Por.— *"Brutus is wise, and were he not in health,
He would embrace the means to come by it."*

Bru.— *"Why, so I do, good Portia, go to bed."*

*Por.— “Is Brutus sick? and is it physical (healthful)
To walk unbraced, and suck up the humors
Of the dank morning? What, is Brutus sick,
And will he steal out of his wholesome bed,
To dare the vile contagion of the night,
And tempt the rheumy and unpurged air
To add unto his sickness!” * * **

Bru.— “Kneel not, gentle Portia.”

Por.— “I should not need, if you were gentle, Brutus.”

Here Brutus can think of nothing further to say on the question, so he passes a very high compliment on Portia, but even these words she turns against him.

*Bru.— “You are my true and honorable wife;
As dear to me as are the ruddy drops
That visit my sad heart.”*

Por.— “If this were true then I should know this secret.”

It is worthy of note that in this discussion Brutus speaks only nine lines, while Portia speaks sixty-two. Then Brutus closes with a speech of eight lines, in which he acknowledges all he had denied and promises Portia he will tell her.

*“The secrets of my heart,
All my engagements I will construe to thee,
All the charactery of my sad brows.”*

(c) In this interview Brutus shows himself devoted to his wife, and wants to keep his plans from her only to spare her trouble. While he does not show himself a good logician, we must not say he proves himself a poor one. He is simply on the wrong side and does the best he can under the circumstances. He manfully loses his case rather than resort to dishonorable means in argument,

2. Both are wives, both have become involved through their husbands in the wild excitement of the time, each is deeply interested in her husband's welfare, each seems to have a kind of presentiment of the forthcoming evil—Portia says: “No, my Brutus, you have some sick offence within your mind;” and three times Calpurnia cried out in her sleep: “Help, ho! they murder Cæsar!”

But here the likeness ends. Portia, in her entreaties, was as calm and as self-possessed as a philosopher; Calpurnia was wild with excitement and fear. Portia had evidently based her judgment largely on her husband's actions, while Calpurnia was superstitious and followed signs and auguries. Portia pleads with her husband—“Dear, my lord, make me acquainted with your cause of grief.” Calpurnia commands—

*“What mean you, Cæsar? think you to walk forth?
You shall not stir out of your house to-day.”*

But contrary to her command Cæsar did stir out of his house, and in response to Portia's pleading, Brutus did make her acquainted with his cause of grief.

3. In the drama we have no positive proof that Brutus told Portia of the conspiracy, but to me the evidence is well-nigh conclusive. Here are three strong points:

- (a) Brutus promises her he will tell her and he is a man of his word.
- (b) She does not bring the matter up again, which would be contrary to nature on the supposition that Brutus had not told her.
- (c) Her actions in a following conversation, and particularly what she says about keeping a secret, proves not only that she had one but that she accidentally let it out. In all probability this was the secret of the conspiracy. Just see.

Por.— “*I pr’ythee, boy, run to the Senate-house;
Stay not to answer me, but get thee gone.
Why dost thou stay?*”

Lucius.— “*To know my errand, madam.*”

Por.— “*I would have thee there and here again,
Ere I can tell thee what thou shouldst do there,—*

[*Aside.*] *O, constancy, be strong upon my side!
Set a huge mountain ’tween my heart and tongue!
I have a man’s mind, but a woman’s might;
How hard it is for women to keep counsel!—
Art thou here yet?*”

Luc.— “*Madam, what should I do?
Run to the Capitol, and nothing else?
And so return to you, and nothing else?*”

Por.— *Yes; bring me word, boy, if thy lord look well,
For he went sickly forth; and take good note
What Cæsar doth, what suitors press to him.
Hark, boy! What noise is that?*”

Luc.— “*I hear none, madam.*”

Por.— “*Pr’ythee, listen well;
I heard a bustling rumor, like a fray,
And the wind brings it from the capitol.*”

Luc.— “*Sooth, madam, I hear nothing.*”

[*Enter Artemidorus.*]

Por.— “*Come hither, fellow;
Is Cæsar yet gone to the capitol.*”

Artem.— “*Madam, not yet; I go to take my stand,
To see him pass on to the capitol.*”

Por.— “*Thou has some suit to Cæsar, hast thou not?*”

Artem.— “*That I have lady; if it will please Cæsar
To be so good to Cæsar as to hear me,
I shall beseech him to befriend himself.*”

Por.— “*Why, know’st thou any harm’s intended towards him?*”

Artem.— “*None that I know will be, much that I fear may chance.*”

Por.— "I must go in. [Aside.] Ah me, how weak a thing
The heart of woman is!--O Brutus,
The heavens speed thee in thine enterprise!"

Here she thinks the boy has overheard her, and to blind him she says aloud: *Brutus hath a suit that Cæsar will not grant.*

4. She most certainly does, for she shows that she has now put herself in sympathy with the conspiracy and implores the heavens to favor it.

JONATHAN RIGDON.

Central Normal College.

MISCELLANY.

INDIANA STATE TEACHERS' ASSOCIATION.

[The Forty-first Annual meeting to be held in Plymouth Church, Indianapolis, Indiana, December 26, 27 and 28, 1894.]

GENERAL ASSOCIATION.

Officers—President, Joseph Swain, Indiana University; Recording Secretary, Miss Anna Suter, Aurora, Indiana; permanent Secretary and Treasurer, James R. Hart, Lebanon, Indiana; Vice-Presidents, D. H. Ellison, Mitchell, R. W. Wood, Aurora, J. W. Denny, Winchester, Howard Sandison, Terre Haute, J. H. Gardner, Logansport, C. M. Merica, Auburn. Executive Committee, Robert Spear, Evansville, P. P. Stultz, Jeffersonville, R. A. Ogg, Greencastle, J. W. Carr, Anderson, B. F. Moore, Frankfort, W. H. Sims, Goshen, R. I. Hamilton, Chairman, Huntington.

PROGRAM.

WEDNESDAY, DECEMBER 26, 1894—EVENING SESSION, 7:30 O'CLOCK.

1. Vocal Solo—Miss Edith Graham, Supervisor of Music, Noblesville.
2. Devotional Exercises—Rev. F. E. Dewhurst, Pastor of Plymouth Church, Indianapolis.
3. Address of Retiring President, L. O. Dale, Wabash.
4. INAUGURAL ADDRESS—President Joseph Swain, Indiana University.
5. Flute Solo—Claude M. Hamilton, Huntington.
6. Symposium—The report of the "Committee of Ten." a. "English"—Russell Bedgood, Principal High School, LaFayette. b. "Mathematics"—Wilbur V. Brown, Associate Professor of Mathematics, DePauw University. c. "History and Political Science"—W. F. L. Sanders, Superintendent Public Schools, Connersville. d. "Natural Science"—Willis S. Blatchley, High School, Terre Haute. e. "Omissions of the Committee"—Miss C. A. Mering, High School, Richmond.
7. Appointment of committees. 8. Miscellaneous business.

THURSDAY, DECEMBER 27—MORNING SESSION, 9 O'CLOCK.

1. High School Singing—Audience led by J. S. Bergen, Supervisor of Music, LaFayette. 2. Devotional Exercises—Dr. Chas. N. Sims, Pastor of Meridian St. M. E. Church, Indianapolis.

3. "The Study of Children"—Wm. L. Bryan, Professor of Philosophy, Indiana University.
4. "The Intimate and Ethical Value of Good Reading,"—Miss Rosalie A. Collins, High School, Evansville. Recess.
5. Vocal Solo—Mrs. Frank L. Jones, Noblesville.
6. "Library Possibilities in Cities and Towns of Indiana," W. P. Burris, Superintendent Schools, Bluffton.
7. "The Growth and Development of High Schools,"—Stuart Mackibbin, Principal High School, South Bend.
8. "Do our High School Courses of Study Unfit our Boys for the Industrial Pursuits?"—L. P. Doerr, High School, Jeffersonville.

EVENING SESSION, 8 O'CLOCK—1. Vocal Solo—Louis D. Eichhorn, Supervisor of Music, Bluffton.

2. ANNUAL ADDRESS—"Character, or the Inner Life,"—Hon. E. E. White, LL.D., Columbus, Ohio.

FRIDAY, DECEMBER 28—MORNING SESSION, 9 O'CLOCK.

1. High School Singing—Audience led by W. E. M. Browne, Supervisor of Music, Kokomo.
2. Devotional Exercises—Rev. Gustav A. Carstensen, Rector of St. Paul's Episcopal Church, Indianapolis.
3. "Generation of Power the True End of School Education"—J. J. Mills, President Earlham College.
4. "Aesthetic Education,"—Miss Mary E. Nicholson, Principal Normal School, Indianapolis. Recess.
5. Vocal Solo—Mrs. Esther Oglesbee, Huntington.
6. "The Cost of Progress in Education,"—A. Wilmer Duff, Professor of Physics, Purdue University.
7. "Public School Music,"—Miss Nannie C. Love, Supervisor of Music, Muncie.
8. "The Relation of the Public Schools to the Growing Disregard for Authority,"—John A. Wood, Principal High School, Frankfort.

AFTERNOON SESSION, 1:30 O'CLOCK—1. Male Quartette—W. E. M. Brown, Wm. J. Stabler, ————, Louis D. Eichhorn.

2. "The Educational Doctrines of Hegel,"—Wm. W. Parsons, President Indiana State Normal School.

3. "The Problem of Reform,"—Miss Sarah F. Keely, Supt. Indiana Reform School for Girls. Recess.

4. Vocal Solo—Miss Virginia Carr, Kokomo.

5. "Improvement of Teachers Now in the Schools,"—W. C. Belman, Superintendent of Hammond schools.

6. "The State Superintendency,"—Hon. Hervey D. Vories, State Supt. of Public Instruction, Indiana. 7. Miscellaneous Business. Adjournment.

Opportunity will be offered for a general discussion of each paper. Papers are limited to twenty-five minutes; discussions, to five. The musical features are in the hands of W. E. M. Browne, President of

the Musical Section. The songs by the audience will partake of the nature of a high school "opening exercise," the singing being from regular "school song books."

R. I. HAMILTON,
Chairman Exec. Com.

JOSEPH SWAIN,
President.

COUNTY SUPERINTENDENT'S SECTION.

(Agricultural Hall, State House.)

THURSDAY, DECEMBER 27, 1894—2 O'CLOCK P. M.

1. "The County Superintendent Should Know the Most About his Schools with the Least Visiting. A Detailed Explanation of how this can be Accomplished,"—J. O. Lewellen, Supt. Delaware Co.
2. "How I Manage the Teachers' Reading Circle work in my County."—W. H. Senour, Superintendent Franklin County.
3. "How I Manage the Young People's Reading Circle Work in my County,"—J. A. Wiltermood, Superintendent Vermillion County.

FRIDAY, DECEMBER 28—9 O'CLOCK A. M.

1. Educational Qualifications of County Superintendents. What Points Should a Law Cover? What Tribunal of Test Cases Should Test such Qualifications?"—Professor C. M. Curry, State Normal School.
2. Symposia,—a. "Needed School Legislation." b. "Bi-Monthly Examinations. c. "What shall be done with common school graduates?" d. "Should the County Superintendent supervise the purchase of school supplies?" e. "Injurious school board legislation. f. "The Superintendent as a pacificator,"—Samuel J. Huston, Dearborn County President, George R. Wilson, Dubois County Secretary.

HIGH SCHOOL SECTION.

(Auditorium, Plymouth Church.)

THURSDAY, DECEMBER 27—1:30 O'CLOCK P. M.

1. "The Place of Ethics on the High School Program." [If directly taught—When? How often? If indirectly taught through school subjects—Their ethical values.] Paper—Supt. J. H. Tomlin, Shelbyville. Discussion—Supt. F. D. Churchill, Oakland City, Miss Clara Funk, Jeffersonville.
2. "Questions and Difficulties to be Met in Teaching the Subject of Ethics to High School Pupils." [Inexperience of pupils—Their inability to think abstractly—The period of adolescence, or the revelation to the child of his growing powers of body and mind, —His unrest on that account.] Paper—Prof. W. L. Bryan, Indiana University. Discussion—Rev. George L. Mackintosh, Indianapolis. E. E. Bryan, Indianapolis.
3. "The Literature of Ethics." [A report of some of the best books on this subject—for the teacher, for pupils.] Paper—Prof. C. M. Curry, State Normal School. Discussion—Miss Kittie Palmer, Franklin. Mrs. Margaretta DeBruler, Indianapolis.

FRIDAY, DECEMBER 28—10 O'CLOCK A. M.

1. Election of officers. 2. Miscellaneous business.

AFTERNOON SESSION, 2 O'CLOCK—1. Recitations.

2. "The Province of Expression in Education,"—B. C. Sherrick, Westfield. 3. General discussion and Question Box.
4. "The Study of Character Essential to Success in Oratory,"—Miss Carolyne V. Dorsey, Central Normal College, Danville. 5. General discussion. Unfinished business.

MISS CAROLYN MOODY GERRISH,

T. J. McAVOY,

LaFayette, *Secretary*.Indianapolis, *President*.

INDIANA COLLEGE ASSOCIATION.

(Denison Hotel Parlors.)

WEDNESDAY, DECEMBER 26—AFTERNOON SESSION, 2 O'CLOCK.

1. Reports and general business.
2. "The Ups and Downs of the Classics in Modern Education," Professor H. M. Kingery, Wabash College.
3. "College Requirements and High School Preparation in English,"—Professor W. E. Henry, Franklin College.
4. "The Cost of Progress in Education,"—Professor A. W. Duff, Purdue University.

EVENING SESSION, 8 O'CLOCK.—1. Annual address by the President of the Association; "The College in Relation to Secondary Education,"—President G. S. Burroughs, Wabash College.

2. "A Step in the Transition from Communism to Private Property in Land,"—Professor Andrew Stephenson, DePauw University.

THURSDAY, DECEMBER 27—9 O'CLOCK A. M.

1. "Child's Study: Conditions Under Which it is to Advance the Science of Education,"—Professor Francis M. Stalker, State Normal School.
2. "The College and the Church,"—President W. H. Davis, Hartsville College.
3. Paper by Professor ————, Coates College.
4. Paper by Professor ————, Union Christian College.

AFTERNOON SESSION, 2 O'CLOCK.—Meeting of Sections.

Entertainment: The headquarters of the Association will be at the Denison Hotel. Rates of \$2.50 a day are offered to those attending the Association.

G. S. BURROUGHS, Wabash College,

M. C. STEVENS, Purdue University,

H. A. HOFFMAN, Indiana University,

} *Ex. Com.*

LIBRARY ASSOCIATION OF INDIANA.

(Assembly Room, Indianapolis Public Library.)

WEDNESDAY, DECEMBER 26—2 O'CLOCK P. M.

1. Opening Address—President Eliza G. Browning, Indianapolis Public Library.

2. "What Books to have in Public Libraries,"—W. P. Burris, Superintendent, Bluffton Schools.
3. "Hindrances to Public Library Progress in Indiana,"—Professor A. W. Butler, Brookville.

THURSDAY, DECEMBER 27—9:30 O'CLOCK A. M.

1. Address—Rev. G. A. Carstensen, Indianapolis.
2. "History and Condition of Ten Libraries in Indiana,"—Ten Librarians.
3. "Inspiration Gathered at the A. L. A. of 1894,"—Mary Eileen Ahern, State Librarian.

AFTERNOON SESSION, 2 O'CLOCK.—1. "Difficulties in Library Administration,"—Belle S. Hanna, Greencastle Public Library. 2. Election of officers, reports of committees and miscellaneous business.

MARY EILEEN AHERN,
Secretary,

ELIZA G. BROWNING,
President.

INDIANA ACADEMY OF SCIENCE.

WEDNESDAY, DECEMBER 26.

8 A. M.—Meeting of Executive Committee. 9 A. M. to 12 M.—General Session. 2 to 5 P. M.—Sectional Meetings. 7 P. M.—President's Address.

THURSDAY, DECEMBER 27.

9 A. M. to 12 M.—General Session. 2 to 4 P. M.—Afternoon session.

C. A. WALDO, W. A. NOYES,
DePauw University, *Sec'y.*, Rose Polytechnic Institute, *Pres.*
J. C. ARTHUR, Purdue University, *Ch'm Program Com.*

RAILROAD RATES.

The usual reduction will be granted by the railroad companies, viz: Return tickets will be sold at *one-third* of one full fare one way. (See "note" below.)

HOTEL RATES.

Denison Hotel, \$2.00 per day. Hotel Bates, \$2 50 per day. Grand Hotel, \$2.00 per day. Spencer House, \$1.50 per day.

NOTE—These reduced *hotel* and *railroad* rates are granted to those *only* who hold receipts for their annual dues in the Association.

Association Headquarters, Denison Hotel.

A GOOD IDEA.

J. Z. A. McCaughan, principal of the Kokomo high school, in connection with his opening exercises, takes up and discusses with his school certain lines of thought. For example the following questions formed the base of one week's work. The pupils were required to copy them and think about them and make their own definitions and answers:

HABIT.—What is habit? Make your own definition. Illustrate.

Have you any habits? Good, bad or indifferent? How did you get

them? Why? Do any habits have you? Why? How did they get you? Did you ever try to break up a habit? How? Was it difficult? Why? Was it easy? Why? In what things may a habit be formed? Illustrate. Do you think about your habits, questioning whether you should keep or reject them? How do you test your habits? (3rd and 4th years.) Habits are sometimes distinguished as active and passive. What is the difference between them? (4th year.) Define education in the terms of habit.

THEOLOGICAL NOTIONS OF CHILDREN.

Answers to the following questions are desired as the basis for inquiry into the development of the child's religious consciousness. For the sake of the child himself, we are in need of a better knowledge of the laws of his religious growth, so that the methods used in his spiritual culture may meet the demands of his nature. It is expected also that they will throw light on certain theoretical questions connected with the philosophy of religion. Will teachers and parents co-operate by having the children answer part or all of the questions. They should come from the child in his own way even if they are crude. Many answers already received are worthless because of the ambition to have the child make a good showing.

The separate groups might be used as subjects for composition, and the child should not suspect that any thing more is expected than in writing any other composition. They should be used with discretion. If the child's curiosity threatens to lead him into too great perplexity, he should answer only the simpler questions. Results obtained by the Russel method—recording faithfully any chance saying made spontaneously—will always be among the most valuable, and should be written down. Many of these questions were used first by Prof. Barnes and reported in *Ped. Sem.* Vol. II. No. 3.

1. Why must we be good? Name some things that are wrong. How do you feel when you have done wrong? What do you do about it?

2. What are you afraid of? Are you afraid in the dark? Of what? Are you afraid when you do wrong? Why? Mention some things that have scared you.

3. Tell what you know about God. What does He look like? Where is He? What does he do? Did you ever see Him or hear Him say anything? Is there anything He cannot do? What does He know? Is He always kind and good to you?

4. Tell what you know about Heaven. Where is it? How does it look? What do they do there? What will children have there? What must people do to go there?

5. Write about angels. Have you ever seen them? How do they dress? What do they do?

6. Write about Satan. How does he look? Tell all you can about the place he stays and what he does?

7. What is Sunday for? Why do people go to church? Why do they pray? What do you pray to get?

8. Give your name, address and age. To what church do you belong, if any? Tell about the things you enjoy most at home and at church. Then tell about the things you do not like.

Submitted by,

EDWIN E. STARBUCK, 11 Howland Street, Cambridge, Mass.

HAZING AT PURDUE UNIVERSITY.

Indiana has been disgraced by a case of "hazing" at Purdue. It is not necessary or desirable to describe the particulars of this incident in which several young men laid aside all their manhood and decency and seriously maltreated a fellow student. It is a standing wonder that young men from good homes and good influences, will at times make fiends of themselves.

The Faculty cannot be too highly recommended for its course in the matter. It instituted a searching investigation and the result was that seven of the offenders were expelled. It is a pity they could not have been sent to the penitentiary.

It is gratifying to know that this semi-savage custom is not common in western colleges and is gradually dying out in the east. At the beginning of this school year the students of Princeton held a public meeting and resolved to discontinue the practice.

In Vassar College the upper classes give receptions to the freshmen members and take pains to introduce them and make them feel welcome. This is in accord with all the better instincts of human nature. Why should not young men follow this civilized example set them by young women.

PRESIDENT SWAIN'S VISIT.

President Swain recently made a visit to several institutions with a view of getting new ideas to apply in Indiana University. The following report of his trip was printed in *The Student*. While away he visited the institutions at Ypsilanti and Ann Arbor, Mich., Chicago, Campaign and Lake Forest, Ill.; and Madison, Wisconsin. At Ypsilanti he found Dr. Boone succeeding well in the presidency of the State Normal, a school of about 800 students. It is the only normal school supported by the State, and the spirit evinced toward it is good. It has never asked the legislature for an appropriation that it has not received, a fact which Indiana legislators would do well to bear in mind. School was just being resumed at Ann Arbor, and the attendance was not well known, but it is expected to exceed that of last year. This place has every sign of growth. Two new buildings, a recitation room and a museum, are just finished, and a \$60,000 gymnasium will soon be completed. Messrs. Knoop and Phillips, formerly of this place, are now taking work in the medical department there, and Mr. Warth-

in an I. U. alumnus is assistant in the same department. At Chicago, Dr. Swain saw Profs. Henry and Rothrock, Miss Grace Woodburn and Mr. Geckler. At Lake Forest he found Pres. Coulter busy and prospering. At Madison there was evidence of the most remarkable growth of any state institution in the country in the last ten years. They have 1,200 students, and during the last year have erected a law school building and a gymnasium costing \$130,000. Their annual revenue is \$350,000. The institution is supported in an excellent manner. The State has a law which gives to the University one eighth of a mill on every dollar of taxable property for running expenses and one tenth for six years for buildings. They have already \$1,200,000 in buildings. This method of taxation by states for support of their universities is now deemed by most university men to be the best method possible, and it is hoped that our next legislature will pass some such act. Illinois has made a renewed effort in the support of its university. The last legislature increased the annual income by \$40,000 and gave \$160,000 for buildings. Their new building will be dedicated on Nov. 15th, when the new president Dr. Draper will give his inaugural address.

INDIANAPOLIS has eight free kindergartens. Last year these schools enrolled 4, 243 pupils. Mrs. Eliza A. Blaker is superintendent.

VALPARAISO.—Reports come that the new superintendent, C. H. Wood, has readily adapted himself to the situation and the work is moving on smoothly.

Do not fail to read carefully the program of the State Teachers' Association. It is certainly a good one. Let us make the next meeting the la gest and best in the history of the association.

DUNKIRK has enrolled over 500 pupils already and there are more to come. Eleven teachers, besides the superintendent, Elias Boltz, do the work. The spirit is good and the outlook is flattering.

NO NAMES.—Several persons who have been kind enough to return to us the September Journal have not given us their names and addresses. Unless we have both name and address we cannot make the necessary credit.

EVANSVILLE.—On the recommendation of Superintendent Hester bookkeeping has been transferred from the 7th and 8th grades to the high school. The superintendent argues that the subject requires more maturity than is found below the high school grade.

THE State Association of city superintendents will meet at the Denison Hotel, Indianapolis, Nov. 8, 9 and 10. A good program has been arranged and a large attendance is expected. A superintendent who can afford to miss such a meeting must "be well up."

PLEASE send us the March, June, September and October issues of the JOURNAL for 1894 and have your time extended four months. Send name and address. They must be in good condition so that they can be used by persons wishing to complete their files for binding.

MR. EDITOR—Please answer in the columns of your JOURNAL: Has a County Superintendent any right to enter a school and write a note to a pupil during study period? * * *

Respectfully referred to the County Superintendents' Association

MISSSES ISABEL and Rachel King, who have been at the head of the normal and training school of the Argentine Republic for ten years, have returned to America and will reenter upon work in New England. Miss Isabel King was one of the most efficient teachers in Indianapolis at the time they accepted the South American position and is remembered for her training school work in this city.

ELKHART.—The Manual for 1894 is at hand. It makes a good showing for the schools and for the superintendent, D. W. Thomas. The "course of study with suggestions and the apportionment of studies with outline, stating the purpose, the subject matter," and "the method of study," shows a large view and logical thinking. The thought of these pages carried into the schools means superior work and steady progress.

UNION CHRISTIAN COLLEGE located at Merom, Ind., is doing its usual good work and its outlook for the future is encouraging. Last year the attendance was 25 per cent. better than for several years past and this year the attendance is 25 per cent. better than at the beginning of last year. The faculty is earnest and devoted and the facilities for doing good work were never before so good. L. J. Aldrich, D. D., is president.

VEEDERSBURG has just completed a fine new school building. It is well adapted to the purposes for which it was intended and is a credit to the place. It was dedicated with appropriate ceremonies Oct. 6, President Swain, of Indiana University, making the principal address. The writer was present and "lent a hand." The new course of study will provide a four year course for the high school. G. W. Gaylor is superintendent and everything looks fair for a high order of work.

BLUFFTON has one of the best equipped high school buildings in the state. A good working museum has been collected. All necessary apparatus and conveniences are provided for teaching physics and chemistry by the most approved methods. A library of about one thousand books has been secured. A new course of study has been agreed upon for all the schools, which provides for the correlation of subjects. The superintendent, W. P. Burris, is a student of Herbartian philosophy, and he is trying to reduce to practice some of the great philosopher's theories in regard to education. W. H. Kelly, a State University man, has charge of the central school building at Bluffton.

KOKOMO.—The schools under the superintendency of H. G. Woody seem to be doing good work. A recent visit to the high school found it in most excellent order. When it was in the hands of Mr. Woody as principal it stood in the front rank if not at the very head of the

high schools of the State. When Mr. Woody became superintendent, E. B. Bryan was placed in charge and Mr. Woody himself said that the school did not suffer by the change. When Mr. Bryan resigned to accept a place in the Indianapolis high school, Mr. J. Z. A. McCaughan was made principal and seems to be equal to the task of keeping up the old standard. The school is certainly fortunate in its principals.

FRANKLIN COUNTY had the "unusual" last year in the county institute work and this year we have surpassed last year. Below are the figures of the secretary: No. of teachers employed in the county, 117; number enrolled, 161; number of paid memberships, 161; neither tardy nor absent, 125; average daily attendance, 155 $\frac{3}{4}$. Every teacher in the county was present. All but two on Monday morning, and they missed railroad connections. The best thing about it is, no outside pressure was brought to bear to secure the attendance. It is an outgrowth of an inner desire to become better teachers. Arnold Tompkins and S. E. Harwood did the work, which of course had something to do with the attendance. It is not necessary to mention the interest, as the above figures emphasize that fact. Will H. Senour is superintendent.

INDIANA UNIVERSITY.—The number of students at the State University this fall is 609, there being a large per cent. of increase over last year's attendance. The new students constitute over forty per cent. of the enrollment. There is a large number of mature students, and many from the teaching ranks of the State, a fact significant in its relation to the public schools of Indiana. Remember that these are all in the college departments, as the University has no preparatory. Prof. J. A. Miller, formerly of this University, more recently at Stanford, is in charge of the mathematical department. Prof. R. J. Aley has taken Prof. Miller's place at Palo Alto. The change is for the year only. Prof. Chas. Merrill, head of the Latin department last year, has accepted a position at the State University of California. Dr. Bergstrom, of Clarke University, is a new member of the department of Philosophy, having taken the chair of Pedagogics.

PERSONAL.

M. D. BOULDEN—Rossville.

CHAS. BEALE is the Rockfield man.

FRANK LONG is in charge at Colfax.

E. N. CANNIE superintends at Flora.

J. J. RICHARDS is the Mulberry man.

W. O. LYNCH has located at Camden.

J. S. PUETT is in charge at Southport.

WM GRIFFIN is principal at Cromwell.

A. E. KNOWLES is principal at Blocher.

U. F. LEWIS is in charge at Lexington.

FRANK SEYMOUR stops at New Augusta.

LUTHER THOMPSON is principal at Acton.
H. E. COE is the man to consult at Butler.
J. M. CAMPBELL teaches at Michigan town.
J. T. McMANNIS is the principal at Ossian.
W. E. HARSH controls the schools at Avilla.
E. O. BURGET decides questions at Hillisburg.
W. C. PALMER remains in charge at Ligonier.
W. A. BEAM is the Ligonier high school man.
Jas. SHAFFER "rules the roost" at Bringhurst.
ELTON BROUGHTON is in the saddle at Rome City.
W. C. SMITH is a little the best man at Pittsburg.
ELMER E. TYNER still has control at Greenwood.
L. D. SUMMERS goes from Oaklandon to Windfall.
C. D. LANDIS is the man to address at Burlington.
P. H. BOLINGER has the Laketon schools this year.
R. E. HARRIS is paddling his canoe at Broad Ripple.
W. H. LANDIS holds the reins at North Indianapolis.
W. B. VAN GORDER still holds the ribbons at Altion.
J. A. STONEHING will direct the youth at Sharpsville.
WM H. MAY can tell you about the schools at Ashley.
E. L. BRANIGAN is principal of the Trafalgar schools.
LELL SEGUR is principal of the high school at Decatur.
E. S. HORTON will wield the birch at Ireland this year.
A. M. TAYLOR is principal of the schools at Glenwood.
O. W. CALDWELL is principal of the schools at Nineveh.
J. P. BONNELL is the best school man at St. Joe Station.
J. H. RIDDLE is superintendent of schools at Scottsburg.
A. R. HARDESTY has begun his ninth year at Chesterton.
E. E. ROYER is superintendent of schools at Wolcottsville.
B. F. MOORE continues master of the situation at Frankfort.
MISS ALICE ACKLEY is principal of the Bluffton high school.
JAS. OGDEN can tell you about the Kendallville high school.
B. A. WINANS directs the young idea how to shoot at Geneva.
J. W. EARLE and Wawaka are associated for the coming year.
E. L. PRICKETT has the school interests at Wolf Lake at heart.
J. F. STUDY will continue to superintend the Richmond schools.
D. C. HIGBY, from Erie, Pa., is the superintendent of schools at Tipton.
M. F. LEWIS, a graduate of Moore's Hill, is the best man at Lexington.
O. G. STANTON with five assistants manages affairs at West Newton.
B. B. HARRISON enters his ninth year as superintendent at Auburn.

J. P. FUNK continues at the head of the New Albany high school.

W. H. FERTICH continues to superintend the schools at Covington.

FRANK H. HEIGHWAY remains at Lowell, at an increased salary.

MISS ANNA SUTER continues as principal of the Aurora high school.

J. A. ANDERSON can answer all questions in regard to schools at Berne.

A. D. MOFFITT is mounted again and directing the schools at Decatur.

D. NIESWANDER and Ben Davis will be inseparable for the coming school year.

MISS EDNA HAYS, of Albion, is the new principal of the Covington high school.

D. K. ARMSTRONG is at the head of twenty-seven teachers at West Indianapolis.

D. A. LEMBRIGHT, recently of Ohio, is the superintendent of schools at Kendallville.

FRANK K. MOWRER, of the Warsaw high school, is now superintendent at Warren.

W. S. ALMOND is pretty thoroughly located as superintendent of the schools at Delphi.

F. M. MERICA has been superintendent at Garrett for many years and still holds the fort.

J. M. ASHBY, principal of the Tipton high school, is a specialist in the line of natural science.

A. L. WYETH, with eighteen assistant teachers directs the work of the Terre Haute high school.

H. G. STRAWN, of the State Normal class of '93, is superintendent of the schools at Hoopston, Ill.

H. H. KREP continues to fight his battle at Waterloo and Mattie Gonser is his first lieutenant.

MISS CARRIE REIN, late of Moore's Hill College will teach German in the Normal College at Mitchell.

MISS WILMENA WALLACE, of the class of '93, State Normal, is the primary teacher at Veedersburg.

J. C. TRETERS is principal of the Auburn high school and has a new building with all modern appliances.

W. W. BLACK, of the State Normal class of '92 superintends the schools of Paris, Ill., and does it well.

R. A. OGG continues to do thoughtful work at Greencastle. He thinks and helps his teachers to think.

B. A. OGDEN, last year connected with the Normal at Covington has entered the insurance business at Rockville.

J. M. CULVER who did some institute work last summer is in Indiana University with the view of completing a course.

F. M. INGLER, principal of the Marion high school, is willing to engage to do institute work in the season of 1895.

D. T. POWERS, a graduate of the State Normal, is superintendent at Haughville, where thirteen teachers are employed.

W. H. ELSON, last year a supervising principal in the Indianapolis schools, will spend this year in Indiana University.

MISS LIZZIE BURTON retains her place as teacher of Latin and Rhetoric in Southern Indiana Normal school at Mitchell.

C. E. MORRIS continues to superintend the schools at Salem. He reports an increased attendance and a good outlook.

OLIVE COFFREN is conducting a private normal at Covington, the school that has been located there having suspended.

JOHN DONALDSON, continues as principal of the First District school at Terre Haute, a position he has held for many years.

E. J. MACHAN of La Grange County, is the oldest county superintendent in the state, having served continuously since June 1881.

CAPTAIN BOWMAN, of Tiosa, Cass Co., is probably the oldest teacher in the State. He is in his eighty-seventh year and still teaching.

DR. FRANK FETTER, a notice of whom appeared in the September JOURNAL, has been elected to a professorship in Indiana University.

H. W. MONICAL was elected superintendent of the New Harmony schools *vice* C. H. Wood resigned. The board made a good selection.

J. M. CALLAHAN, a graduate of the State University, who studied last year at Chicago university, is spending this year at Johns Hopkins.

DR. J. A. WOODBURN, professor of American history in the State University, spent a part of his summer as instructor in the Bay View school.

S. E. HITCHCOCK, of Carroll County, will teach science in the Bluffton high school this year. He has spent several weeks in gathering specimens.

J. B. EVANS is still in charge of the Rising Sun schools and claims one of the best school buildings in the state. W. S. Rowe is principal of the high school.

SUPERINTENDENT A. P. MARBLE of Worchester, Massachusetts, has been elected superintendent of Omaha schools, *vice* Superintendent Fitzpatrick, resigned.

GEO. W. THOMPSON, for many years a member of the faculty of the State Normal school has been elected principal of the 3rd district school in Terre Haute.

JOSEPH ESTERBROOK, for many years president of the Michigan State Normal school, one of the leading educational men of the country, died at his home at Olivet, Mich., Sept. 29, aged 74 years.

CYRUS SMITH, so extensively and so favorably known to Indiana teachers, made the JOURNAL office a call recently. His present home is

in Lansing, Mich., but he occasionally pays a visit to his Indiana friends. He is looking well and says he is enjoying life as well as ever. He is always a welcome visitor in the Hoosier State.

GEO. W. HOSS, formerly state superintendent of Indiana, and for many years editor of this JOURNAL, is still at the head of the "Western School of Elocution and Oratory," at Wichita, Kansas.

MRS. EMMA MONT. MCRAE, of Purdue University, who has been an active member of the Reading Circle Board for many years, has been elected president to take the place of Lewis H. Jones, resigned.

ARNOLD TOMPKINS who spent the summer working in Indiana Institutes, has returned to Chicago University, with the view of completing his post graduate course. His address is 5858 Indiana Ave., Chicago.

S. S. PARR, formerly dean of the normal department of DePauw University, has been, for several years past, superintendent of the schools at St. Cloud, Minn. He is doing good work and everything moves on smoothly.

D. H. ELLISON, superintendent of the Mitchell schools, is a candidate on the Democratic ticket to succeed himself to the State Senate. Mr. Ellison made an excellent senator and worked faithfully and efficiently for school interests.

L. A. SMART, of the State Normal class of '94, has the superintendency at Oaktown this year. Mr. Smart recently married Miss Ella Ogan, the primary teacher at Tipton. He is making history rapidly. may it be good history.

C. W. VUNCANON, who is principal of the Kennard schools, was recently married to Miss Lucy Guthrie, his primary teacher. We congratulate Mr. Vuncanon, but can assure him from personal experience, that his days as *principal* are about ended.

ALEXANDER JOHNSON is at the head of the most difficult system of schools to teach and manage in the state—the Institution for Feeble Minded located at Fort Wayne. The school is admirably conducted. Mr. Johnson is the right man in the right place.

W. B. WOODS, formerly of the State Normal, and for the past year a student in Chicago University, has recently been appointed to a lectureship in extension work in English, in that university. This appointment is highly complimentary and came because of merit in class work.

PROF. DAVID SWING, of Chicago, the distinguished scholar lecturer, and preacher, died Oct. 2. Prof. Swing frequently lectured in this state and was known to many Indiana teachers. He was a great preacher and possessed in an unusual degree the true spirit of the Master.

W. H. GLASSCOCK, who has been first clerk in the State Superintendent's office for nearly four years, has been appointed superintendent of the Institution for the Blind, to take the place of Elmer E. Griffith,

resigned. The trustees have made an excellent appointment. Mr. Glasscock is extensively and favorably known to the teachers of the State and they will join the JOURNAL in extending hearty congratulations.

E. L. HENDRICKS, who was last year superintendent at Nineveh, is the new superintendent of Johnson county. Mr. Hendricks is a graduate of Franklin College and has in him the elements of a good superintendent. He will have to do good work if he fills the place of his predecessor.

JOHN COOPER still superintends the schools at Brightwood and their steady improvement is noted and praised by every patron. Mr. Cooper signed the call for the first State teachers' association in Indiana and was a charter member. He has always made good schools wherever he has been in charge.

—RIDGLER, principal of the high school at Delphi spent the summer of '93 in the employ of the U. S. government in securing specimens of fishes from streams flowing into the southside of Lake Erie, and the summer of '94 in securing specimens from the American streams flowing into Lake Huron.

J. C. EAGLE, for many years superintendent of the schools at Shelbyville, is now in the State Normal school at Ypsilanti, Mich., of which R. G. Boone is president, working for the degree, Bachelor of Pedagogy. He is also doing some teaching in the mathematical department. He speaks in high terms of the school and the work Dr. Boone is doing in it and for it.

C. H. WOOD, formerly superintendent at Winchester, but for several years past superintendent at New Harmony, has been elected superintendent of the schools at Valparaiso to take the place of W. H. Banta, resigned. Mr. Wood is a graduate of the National Normal at Lebanon, O., is a good school man and a close student. The JOURNAL congratulates Mr. Wood on his deserved promotion and the good people of Valparaiso on securing so able a superintendent for their schools and at the same time so worthy a citizen.

MISS EMOGENE E. SHADDAY, a graduate of the State Normal, and for the past two years teacher of English in the Union City High School has resigned her place in the department of English in the Frankfort High School to become assistant pastor of the Baptist Church at Ripon, Wisconsin. On the 24th inst, she and Rev. E. R. Clevenger, (both of Switzerland County,) will be united in marriage and will leave immediately for their future home at Ripon. The JOURNAL believes in lady teachers becoming assistant pastors and extends hearty congratulations.

BOOK TABLE.

MIND AND HAND is the name of a ten-page paper issued by the pupils of high school No. 2, Indianapolis. Vol. 1, No. 1, looks well and reads well.

THE *Atlantic Monthly* for November contains an article by Horace E. Scudder on "The Academic Treatment of English," which is an able discussion of one of the live topics of the day.

OUR TIMES is the name of a little paper devoted to giving "important events, discoveries, etc., of the times," published by E. L. Kellogg & Co., New York City. The number before us contains a great many items of current news that everybody should know. Price, 30 cts.

ELEMENTS OF PEDAGOGICS,, by J. N. Patrick, of Streator, Illinois, is a neat little volume intended for the common school teacher. It avoids technical terms so far so possible and makes its points in a simple, clear way that is highly commendable. We predict for the book a liberal patronage.

A HISTORY OF ENGLISH LITERATURE for secondary schools by J. Logie Robertson, First English Master, Edinburgh Ladies' College includes an historical sketch and a literary survey of each period; biographies of the principal authors, with characteristic specimens of the poets; short references to authors of less note; and very full chronological lists of writers and their works. Harper & Brothers, Publishers, New York.

TEMPERANCE TEACHING FOR BOYS AND GIRLS IN HOMES, SOCIETIES AND SCHOOLS," is a manual for Scientific Temperance Instruction, carefully prepared by Mrs. Howard M. Ingham. Its thirty-eight lessons are short, concise, simple, yet scientific, and cover the whole range of instruction regarding alcohol and narcotics, both from the physiological and the moral stand-point. Each lesson has special "hints to teachers," and the last page gives a list of reference books. Mailed for 25 cents by MRS. HOWARD M. INGHAM, General Secretary National Non-Partisan W. C. T. U., East Cleveland, O.

THERE is no magazine that maintains a more uniform or higher degree of literary excellence than the old, well-known weekly eclectic, *Littell's Living Age*. Its selections are taken from the leading foreign quarterlies, reviews and magazines with the truest judgment, and in its variety there is something for every cultivated taste. To busy men and women who wish to be informed in regard to current English periodical literature and have the best papers, the most representative, profitable and entertaining, culled for them by a competent hand, *The Living Age* is indispensable. New subscribers for 1895 are promised the thirteen weekly issues for the current quarter free. Address, LITTELL & CO., Boston.

THE series of *English Classics* issued by the American Book Company, New York and Chicago provide for the use of students at extremely low prices, the gems of English literature, mechanically and editorially, they are excellent specimens of book-making. The series up to date includes the following which can be secured at accompanying prices:—Maccauley's Second Essay on the Earl of Chatham, 20 cts., Sir Roger de Coverly Papers, 20 cts., Selections from Irving's

Sketch-book 20 cts., Ivanhoe 50 cts., Marmion 40 cts., Lady of the Lake 30 cts., The Abbott, 60 cts., Julius Cæsar, 20 cts., Twelfth Night, 30 cts., Merchant of Venice 20 cts., Emerson's American Scholar, Self-reliance and Compensation 20 cts., Silas Warner, 20 cts.

HOUGHTON, MIFFLIN & Co. of Boston, have just published No. 63 of the Riverside Literature Series, containing Paul Revere's Ride and Other Simple Poems from Longfellow. This book supplies admirable reading matter for the third and fourth grades, for which it is difficult to find a sufficient amount of interesting and simple material. This Number of the Riverside Literature Series has been published separately, and is also to be bound with No. 11, which contains The Children's Hour and Other Poems. The combination of Nos. 11 and 63 will form an excellent book for class-room use, for school library use, and for private use. No. 63 by itself costs only 15 cents. The combination of Nos. 11 and 63 in linen covers costs 40 cents.

ESSAYS AND LETTERS.—By John Ruskin. Selected and edited by Mrs. Lois G. Hufford and published by Ginn & Co., is on our table. Ruskin has a keen insight into the motives that control the average man in public and private life, and the papers included in this volume are characteristic expressions of his views on social questions and ethics as applied to life. The main introduction, written by Mrs. Hufford, is intended to give briefly (1) Mr. Ruskin's theory of life and art; (2) a sketch of his own life, showing what influences contributed to the formation of his character, and (3) the characteristics of his literary style. The special introductions are a concise summary of the individual essays and letters. Mrs. Hufford has done herself and the state credit in the work she has done on this book. This is one of the Reading Circle books for this state and more than ten thousand have already been sold. As a further testimony of the merits of the book the State Board of Education has selected it as the book on which the literature questions will be based for the next six months.

THE JEROME BANNERS, by Irene E. Jerome, comprising "The Rest Banner," The Joy Banner, "The Every-day Banner and "What will the Violets be?" Published by Lee and Shephard, Boston.

Each Leaflet or Banner consists of four panels beautifully decorated in colors and gold, attached by ribbons of appropriate colors, combined with elegant extracts from popular authors, and enclosed in decorated envelopes. Fac-simile of artist's original designs.

The selections of thought as well as the decorations for each Banner are appropriate to the title given. "The Joy Banner" is a wealth of mirthful jests artistically woven in and out through the design. "The Every-Day Banner" contains thoughts for every day brightened by the favorite bachelor's button in delicate tints. "The Rest Banner" is rich in coloring, having the sweet pea in its many tints beautifully sustaining the text. "What will the Violets be" words by Dr. Gannett is decorated most appropriately with clusters of violets, finely grouped. Each banner when hung is 21 inches long, 7½ inches wide. The price is 50 cents each, \$2.00 for set, A beautiful Christmas gift.

THE STORY OF VENICE by Alethea Weil. Published by G. P. Putnam's Sons, New York. The story of the nations as published by the enterprising firm of Putnam Sons is a series of great value. There

are already more than forty volumes in this series, each dealing with the beginnings and growth of some one of the many nations that inhabit the earth. The Story of Venice, which is the title of the volume under consideration, is told by a Venetian lady who has great interest in and admiration for this "city of the sea." The strange, geographical position of Venice, her great wealth in the past and her great influence by land and sea weave a romance about her history that makes it read more like fiction than reality. This history is divided into three distinct periods—the first comprising the dawn of the ducal power culminating in the formation of the Great Council; the second period is the period of the attainment of her greatest glory and the third period records the slow downward course of the story. The history of the story ends with the surrender of Venice to Austria. Since then the story of Venice is merged into that of France* and Austria. The book is beautifully bound and the print and paper are a delight to the eye and hand Price, \$1.50.

In getting together suitable material for Reception Days, Special Days and exercises of all kinds, difficulties vanish in the reading of E. L. Kellogg & Co's. (New York) catalogue of books, cantatas, etc. All the best published are kept by them at lowest prices. For Columbus Day they furnished more material of this nature than all other firms together. Nowhere else can these books be found in such variety, and at such low prices. To anyone answering this advertisement, and sending 10 cents, a copy of Hughes' "How to Keep Order" will be sent with the catalogue. 11-11

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 6034 Woodburn Ave., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf.

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BOUND volumes of the INDIANA SCHOOL JOURNAL for the years 1877, '78, '79, '80, '81, '82, '83, '84, may be had by addressing W. H. Elson, Room 6 Commercial Club Building. 11-2ts.

WANTED.—General agents to control agents at home for "Dictionary of U. S. History," by Prof. Jameson. Needed by every teacher, pupil and family; endorsed by Press and Public. Big pay. Puritan Pub. Co., Boston, Mass.

After five years of labor, with the help of 247 editors, and the enormous expenditure of nearly one million dollars, the Funk & Wagnalls Company announce that the last page of the second, the concluding volume of the new Standard dictionary, is now in type. This volume will be ready for delivery in November. 11-11

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or commission to sell the most interesting and important work on Christian Literature recently published. Illustrated. Easy, rapid seller. **JUST THE WORK FOR HOLIDAY DELIVERY.** We give full instruction. Previous experience not necessary. **WRITE TO-DAY.**

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47 WHEN BLOCK, INDIANAPOLIS

tion societies were formed in most of the southern states, and leading men, and even State legislatures urged the necessity of pushing the movement.

In 1824, the Congress of Mexico passed a decree prohibiting the importation of slaves, and in the same year made it a provision of the constitution that every child of slave parents born thereafter in her territory should be free.

The Mexican provinces of Coahuila and Texas were united into a single state, and in 1827 their government proclaimed the same policy concerning slavery as that of the government of Mexico, and in 1829, issued a decree giving freedom to all slaves. The American settlers, however, paid no attention to the decree, and the next year the executive authority of the province informed the Mexican government that "the independence of the North Americans in Texas was such, and their superiority had arrived at such a point" that he "had no hope of seeing that decree obeyed, unless enforced by greater means than he had under his command."

This attempt of Mexico to make Texas free territory alarmed, not only the slaveholders in that territory, but the slave-power throughout the southern states of the Union. They felt that it would be exceedingly dangerous to their interests to have a free state on their border which belonged to another government. Into it their slaves could flee more easily than to Canada. They quietly prepared to aid their Texan friends, if necessary, in resisting the enforcement of the decree.

It was now that General Jackson became president and interested himself in the southern scheme of acquiring Texas. He made overtures to Mexico for its purchase, and pressed the matter so vigorously that the anti-slavery sentiment of the North was aroused and the matter became a subject of public discussion throughout the Union. Mexico declined to sell, but the scheme was not abandoned. The Texans, encouraged by the attitude of southern statesmen, the southern legislatures and not a little by that of President Jackson, revolted, in 1835, against the Mexican government. A convention of delegates met in March, 1836, and adopted a declaration of independence.

Mexico attempted in vain to suppress the revolt. Volun-

teers flocked to the Texan standard from the southern states to aid in the defense of "civil, political and religious freedom." The Mexican government protested against the sending of aid by the United States to its rebellious colony; but the volunteers claimed that they were emigrants to Texas, and President Jackson disavowed any responsibility in the matter, saying that the United States could not prevent her citizens from emigrating. Mexico was bankrupt, and far from being at peace with her own borders. This state of affairs led Jackson to attempt further negotiations for the purchase of Texas, but without success. Texas having so successfully resisted all attempts to force her back into Mexico, the United States and some of the European nations recognized her independence. But Texas was bankrupt also, and soon began to make advances toward our government for admission to the Union. In the establishment of her government, Texas had made slavery one of its chief corner stones, hence the north fought vigorously against its annexation. The most enthusiastic annexationists soon saw that their scheme could not be carried by direct and open means. The matter was allowed to rest in comparative quiet for some years. In the meantime other nations were courting Texas for commercial reasons. England showed herself quite friendly to the young republic. Southern statesmen announced their fears that the British government was aiming at the extinction of slavery in Texas, and by degrees to get Texas under its control, and from that vantage ground to invade the sacred precincts of the "peculiar institution within the United States."

The death of President Harrison left John Tyler in the chair. Tyler was a typical southerner, and he lent himself readily to the measure of annexation. His secretive disposition harmonized with the necessities of the occasion. He opened negotiations with Texas, and in 1844, the terms of a treaty had been agreed upon between him and the Texan government. This treaty was sprung upon the Senate for confirmation. Politicians and people, especially in the north, were startled but they were not surprised into assent, and the treaty was rejected by a decisive vote. The United States had claims on Oregon which were contested by England.

The Democratic party in convention in 1844 asserted our

claim to "all of Oregon," which then meant as far north as $54^{\circ} 40'$; and "fifty-four, forty or eight" became part of their campaign cry. The traditional animosity of our people toward England made it easy for that cry to be heard in the north as well as in the south. It seems to have been the policy of southern politicians to play Oregon against Texas, and when within the next few months, Texas was actually annexed by the trick of the "joint resolution" of Congress, many of the northern people accepted the hope of Oregon as an offset for the addition of Texas to the south.

The Mexican War grew out of the annexation of Texas. This war resulted, as was expected, in the acquisition by the United States of all the Mexican territory north of her present northern boundaries, excepting the strip known as the Gadsden Purchase. In the midst of the war a bill was before Congress for the appropriation of money to defray the expenses of the war. In discussing this bill a resolution was offered favoring the appropriation "provided that in any territory which may be acquired by the war, neither slavery nor involuntary servitude shall exist except as punishment for crime." This was the "Wilmot Proviso." It failed to pass, but it brought sharply before the country the question of dividing between the two sections the territorial spoils of the war. This was a vexing question, the discussion of which, with some kindred questions, resulted in the "Compromise of 1850." Texas was to remain a slave state with the possibility of future division into a number of states not exceeding four; California was to be free, while in the organizations of the vast regions of Utah, (including Nevada) and New Mexico, (including Arizona) slavery was neither prohibited nor permitted. Most of this territory is a mixture of mountains and deserts, neither of which is favorable to the development of slave states. The south soon saw this and her next stroke was for the repeal of the Missouri Compromise, which, if secured, would open most of the Louisiana Purchase to possible occupation by slavery. Through the Dred Scott decision and the Kansas-Nebraska Bill this was practically accomplished.

Meanwhile, the admission of states had proceeded. Arkansas, (1836) and Florida, (1845) had been received, completely exhausting the southern territory. These states and Texas

had been more than counter-balanced by Michigan, (1836), Iowa, (1846) Wisconsin (1848) and California (1850). The only possibility for restoring the balance to the south seemed to be by occupying territory north of the Missouri Compromise line. This she attempted to do by settlement of Kansas. In this she was thwarted by the more mobile and determined advocates of freedom. When this last chance was lost the contest for supremacy by peaceful methods was at an end and the struggle assumed the form of a conflict of arms in the Civil War.

The South had been led to the false conclusion that its welfare depended upon the perpetuation of slavery, an institution which civilization had already doomed. She was saved from being engulfed in the same sea of public opinion with slavery itself by the failure of her own cherished purposes.

The conflict for the balance of power between the two sections thus briefly traced in these three articles, forms a thread upon which most of our political history during the period from 1789 to 1861 may be readily strung.

EARLHAM COLLEGE, Nov. 5, 1894.

A LANGUAGE LESSON.

“THE FIRST SNOW FALL.”—JAMES RUSSELL LOWELL.

One day as the children came into the school-room they saw several quotations written upon the board; among them were:

“The poorest twig on the elm-tree,
Was ridged inch deep with pearl.”

“Father, who makes it snow?
And I told of the good All-Father,
Who cares for us here below.”

“The snow that husheth all,
Darling, the merciful Father
Alone can make it fall.”

The curiosity of the class was aroused, and when the time for the language class approached, Miss Sherman took from her desk a little book, saying, “This little book has many beautiful things written in it by the poet, James Russell Lowell; who can tell me something about him?”

Several answers were given and a few more questions were asked, and Miss Sherman said, "Now, I am going to read you what he says about 'The First Snow Fall.'" The poem was read, then Miss Sherman stepped to the board, and turning to the class said, "Now, you see where these quotations come in and what they mean. Let us all repeat them and write them neatly."

A little inspection and a short talk about punctuation marks followed. "Now," said Miss Sherman, "you may all tell me how many pictures you all seemed to see when I read the poem."

The answers came readily:

1. "The snow all piled up!"
2. "The fields and roads all snow!"
3. "The trees all white!"
4. "The snow birds hurrying by."
5. "The little mound in Mt. Auburn!"
6. "The little girl asking questions!"
7. "The father's answer!"

Miss Sherman wrote these upon the board, and the children copied what they called "the names of their pictures."

The idea of paragraphing is made easy by devoting a paragraph to each picture— the children called it, "framing each picture in white."

"What time of day was it when the snow began?" asked Miss Sherman.

"In the gloaming," was Edith's answer.

"Let us see how many words we can think of that designate times in the day," said Miss Sherman. She placed upon the board the word "day," and in a brace placed the words as they were suggested.

Day	{	dawn,
		sunrise,
		day-break,
		morning,
		forenoon,
		noon,
		afternoon,
		dusk,
		gloaming,
		sunset,
		twilight,
		even-tide,
		night fall,
night,		
midnight.		

"How long had it been snowing?" was asked.

"All the night!" was Fred's answer.

"Let us repeat the next two lines." After this was done all were requested to take pencils and paper to write about "The First Snow Fall."

"Who can think of a good opening sentence?" asked Miss Sherman.

Several volunteered and among those given all voted upon the best and busy little hands wrote it carefully.

"Why is 'heaping' used instead of 'falling' or 'piling up.'"

All decided that it meant "ever so much more."

"Now, let us write about our second picture," said Miss Sherman. After various suggestions were given, a few leading questions, various opinions given in regard to the best choice of words, the second picture was "framed," every stroke being a careful one.

Before the third picture was given attention, Miss Sherman called their attention to the trees that keep their foliage, and in the winter are heavily laden and bent with the snow.

She drew a brace and again the little ones were called upon to think. At last the analysis looked like this:

Fir Trees	{	pine,
		hemlock,
		spruce,
		cedar,
		larch.

She then took from her desk specimens of these and drew a spray upon the board, telling them they might place it at the close of the composition if they had room.

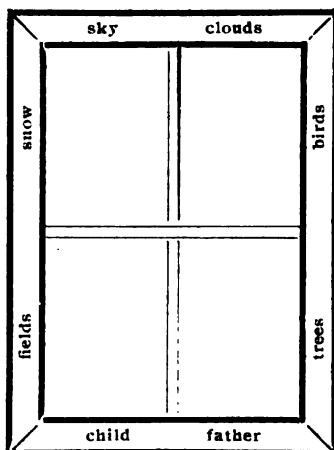
At this point in the composition, she suggested that each child might draw a *window*.

"What was seen by looking up high?" was the question.

"Sky" and "Clouds" were the answers; so, after Miss Sherman had drawn a window upon the board she placed "sky" and "clouds" on the top line.

"What shall we see here?" said she, pointing to the next highest lines.

"Birds and snow," was answered. These were properly written and in a few moments the window looked like this:



"The little mound in Mt. Auburn" was next considered, and Miss Sherman asked them if they knew to whom it referred, and Arthur said, "To Lowell's little daughter."

"Why is '*folding*' used?" Miss Sherman asked.

The comparison was then drawn between the leaves folding "babes in the wood," and the snow flakes.

Volunteer sentences were called for again and a committee of three chosen to decide which should be written and why.

"How does Mabel look to you?" Miss Sherman asked. This question was asked to develop a little imagination. Eva replied, "Eight years old with blue eyes," and to another Mabel was "five years old on *tiptoe*." Every child enjoys these imaginative pictures.

All learned, repeated and copied the last stanza.

"What simple sentences can we think of in this poem?" said Miss Sherman.

"Snow falls."

"Birds fly."

"Leaves whirl."

"Mabel speaks," came the ready answers.

Miss Sherman drew this on the board:

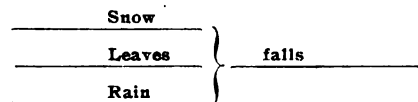
Snow	{	whirls
		falls
		blows

"If I place all these words in one sentence, will it be a simple sentence?"

"No, compound," answered Alice.

"How shall we write it?" was asked.

"How shall we write this?" was the next question.



These two sentences proved interesting, and a little talk on common verbs and nouns followed.

Then the two diagrams were placed opposite, and the children were requested to construct all the sentences possible from these and use the little commas correctly.



"Let us see what proper nouns in this poem," said Miss Sherman.

Quickly came the answers, "Mabel," "Mt Auburn," "Father."

"What kind of a sentence is the first line?"

"Simple!" was the answer.

"Will some one tell me an interrogative sentence in the poem?" asked Miss Sherman.

"Father, who makes it snow?" answered Maud.

"Let us all carefully pronounce these words: 'busily, silence, noiseless, sudden, whirling, whispered, husheth.'"

"Who knows about Lowell? Who can tell where he lived? Who can tell me some other poems he wrote? When did he die?"

Care was taken that each answer to the following questions should be full, clear and correct in regard to language.

Promptness was insisted upon.

The questions came:

"What season of the year is spoken about in this poem?"

"What time of day was it?"

"How did the fences look?"

"How did the trees appear?"

"Where was the poet standing?"

"Of what was he thinking?"

"Where was Mabel?"

"What did she ask?"

"Who answered her?"

"What did he say?"

"Repeat the last stanza."

—*E. M. P. in Popular Educator.*

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOTT.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

A RECITATION IN GEOGRAPHY.

The bright, warm fall weather would not last many weeks. The sand table under the trees would have to be abandoned when Jack Frost and chilly winds began in earnest to herald winter. So Miss C—— did not adhere to the text-book, but selected lessons which could be illustrated with sand.

The lesson for to-day was:

What is a spring? A brook? A river?

What is the source of a river? Its mouth?

What is a tributary?

The class grouped around the sand table were even more expectant than usual. There stood a bucket of water near by which was to make the illustrations more vivid.

"Who can show a spring?"

Four pupils were selected and at once formed springs by hollowing a small place in the sand with finger-tip or pencil. Three of them drew wavy lines leading from the deeper hollows and all announced their work complete.

"What is this, Jennie?"

"That is the spring branch."

"What is another name for a branch?"

Jennie did not know, but Todd volunteered, "It's a brook, but we do not call 'em brooks."

"Do all springs have brooks?"

"Yes'm," quite emphatically.

"John has made his without a brook, is he wrong?"

"No'm," said John, stoutly. "I made my spring like the one by the cliff. It's on my way home. Most of the time it is like a little well. Sometimes when it rains it runs over."

"Then we will say that most springs have brooks. How are springs made?"

The reply elicited was, "Rain and snow-water sink through the ground and some kinds of rocks till the water comes to a clay or a rock it can't soak through. Then it runs along under ground till it finds a place to come out. When it comes out it is a spring."

"What is a river and how is it made?"

"A river is like a very, very large brook. It is made by ever so many springs, brooks and creeks running together."

"When a small river flows into a larger one, what name have we for the smaller one?"

"It's a tributary."

"Who can show us a river flowing west and having a northern tributary?"

Todd and Willie were selected, and standing opposite each other carefully made the rivers each with a smaller one flowing into it. The water was poured in and flowed along the sandy bed.

"Is that right?" Miss C—— asked in a tone of great satisfaction. The class were sure that it was.

"Which way did I say for the river to flow?" "West."

"Well, Todd has made his river flow one way, and Willie's flows in the opposite direction; how can that be?"

Puzzled silence for a few minutes, then Willie said, "The *left* hand side of the map is west," holding up his hand to emphasize the point.

"This is *my* left hand," said Todd, "that makes my river go the other way."

"Neither of 'em aint right," burst out Henry, "there's the sun right behind Todd."

"Where is the west?" asked Miss C——.

"Where the sun sets," replied the class, with some chagrin.

"Didn't we talk about the points of the compass, and didn't you point them out to me a few days ago, right here at the sand table! You were thinking so much of pouring water in-

to the rivers that you forgot the direction. Which way does your river flow, Todd?"

"It flows north and has an eastern tributary," he replied.

When both rivers flowed east, Miss C. — asked, "Where is the mouth of your river, Todd? He pointed to it.

"What is the mouth of a river?"

"The mouth is the place where the river empties," he said confidently.

"Where is the source?"

"Where the river begins."

"Willie, show me the mouth of your river. Is that it, so close to the mouth of Todd's river!" she exclaimed, in a tone of surprise and unbelief.

Willie promptly changed and pointed to the source.

Changing her tone she said, encouragingly, "Is Willie right now?" There was a prompt assent.

"Tell me again what the mouth of a river is."

"It is the place where the river empties."

"Is Willie pointing to the place where the river empties?"

"No, he is not," said Mary, positively, "both of the rivers flow west and the mouths ought to be on the same side of the sand table."

"Of course they should," said Miss C—, and added impressively, "Children, you must think for yourselves and not change because you suppose I think differently. You accepted the first rivers the boys made because I seemed pleased; and Willie changed from mouth to source because I looked surprised. Make up your mind before you answer and do not change it until it is proved incorrect."

RE-CLOTHING STORIES.

Frequently the story we need for a special occasion is not at hand. Few of us have the gift of originating stories, but many, especially with practice, could reclothe some familiar tale so that in its changed garments it may do duty at Thanksgiving, Christmas or Easter as desired.

It is to illustrate this reclothing stories that the following tale is given. The original is the "Elf of Light" in *Little Prudy's Story Book*, by Sophie May. The present rendering

shows how a story may be masqued and appear in quite a different character.

THULE'S CHRISTMAS GIFT.

Little Thule lived in a far away land where the winters are long and cold. Christmas was coming and Thule knew it was the birthday of the Christ-child; and that we give presents to show that we remember the Christ-child's love for us.

His mother told him about the beautiful gifts that the three wise men brought to the manger.

"I wish I had been there," said Thule, to give the Christ-child a present."

"You can give Him a present now," his mother replied, "to do right for His sake, is more precious to Him than gold and sweet perfumes."

"Then," said Thule, "I will do every good and kind thing that I can for a present for the Christ-child."

Thule and his widowed mother lived at the edge of a forest. The snow piled itself in drifts and the wind crept in at the windows, for the cottage was old. But Thule was as happy as if it had been a palace. All the fire they burned was made of the dry sticks he gathered in the forest.

One cold evening, Thule came home from a hard day's work; and the chillier he grew, the more he whistled to keep up a brave heart.

Suddenly he heard a faint moan "Perhaps it is some poor creature even colder than I," thought the boy.

Hurrying to the spot he found an ugly, long-nosed dwarf lying on the ground nearly frozen. It was growing late and colder, but Thule briskly rubbed the dwarf's hands and face, even taking off his own jacket to wrap about the stranger.

"Poor old soul, you shall not die of cold!" said he, "come, we will go home and have a warm supper of oat cakes."

He knew there was barely supper enough for two, but did not mind going hungry for the Christ-child's sake. In his heart he heard the words of his mother: Never fear starving, my son, but freely share your last loaf with the needy."

"Why should you befriend a poor dwarf who cannot repay you?" whined the dwarf.

"I do not wish to be repaid," was the reply. "I am earning a Christmas present for the Christ-child."

"Well," said the dwarf, "I happen to know that you have not supper enough for three, so I will not go with you. But I should like to give you a present. Have you noticed a green alder-tree about here?"

"A green alder-tree in the winter time!" cried Thule.

"A curious thing, indeed," said the dwarf, "but here it is right before your eyes."

All the other forest trees were dry and hard; but this small tree was alive. When Thule began to dig about its roots, it seemed to come out of the ground of its own free will.

"Take home the little tree, my boy, and plant it before your door."

Then the queer little dwarf faded from sight like a wreath of smoke. Thule ran home to tell his mother.

"I wonder what it is you have seen," said she. "Was he brown, my son, with a long nose?"

"As brown as a nut, mother, with no end of nose."

"Just as I supposed, my child! That dwarf is a wonderful creature, one of a race of good fairies."

"I noticed," said Thule, "that he blinked at the light, and in the bright moonlight he had to shade his eyes with his funny little hand."

"Poor elf! Light is painful to his race. I have even heard that a stroke of sunshine is able to turn them into stones. I am almost afraid of this little tree. But the night elf could not have meant to do you harm. So we will plant it as he directed."

Next morning the tree seemed to have grown a foot higher; and by daylight the leaves showed a silver lining.

Thule went to the woods again, and as he was whistling at his work he happened to look down, and there on the ground lay a purse filled with shining gold.

"I will go to town," he thought, "and ask who has lost a purse of gold. Ah me! I wish I could keep it." But the next moment he thought, "No matter how brightly it shines, it is not *my* gold; and it is too heavy for me to carry. Stolen money is worse than a mill-stone about one's neck."

"Keep the purse, little boy," said a sweet voice. He turned and saw a beautiful child bright as the sunshine.

"I will be your friend, little boy. That purse was dropped

by a lady who wears a fur cloak and long veil. If she asks for it, I can say it fell into a hole in the ground."

"Poor child!" said Thule. "I would not be a thief for a million pieces of gold. I must go to town and find that lady."

"If you will be so stupid," said the shining fairy, "why I will show you the way."

So she led him to the door of the most beautiful house in town. Then she was gone, she seemed to melt into sunshine.

The lady who lost the purse, thanked Thule, and would gladly have given him a piece of the gold. But he said bravely, "no madam, my mother tells me to be honest without the hope of reward. She would not like me to take wages for not being a thief!"

The next morning the tree had grown another foot.

Thule kissed his mother and went to the forest as usual. He soon met three armed men.

"Little boy," said one, have you seen an alder-tree whose green leaves are lined with silver?"

"I dug up an alder-bush, kind sirs," replied Thule trembling.

"There are many alder-bushes," said the man gruffly, "but only one with silver-lined leaves. It was placed here by the giant Loki, and any one who touched it must die; for it is to be replanted in his mountain garden."

"I will not tell," thought Thule. "I will hasten home and burn the alder-bush, then no one will know it had silver-lined leaves. But, in spite of his trembling he could not forget his good mother's counsel: "Speak the truth, my son, and nothing but the truth, though a sword should be swinging over your head."

So he confessed that he had moved the tree, and begged for mercy, because he did not know it belonged to the giant.

"Show us where it is," they said, and followed him home. "It is, indeed, the giant's tree," said the men. "Dig it up, and follow us with it to Loki's castle."

Poor, unhappy Thule touched the tree and it came out of the ground of its own free will; and stood on its feet and shook its branches into arms, and, in another moment, was no longer a tree but a beautiful child, as bright as the sunshine.

"Servants of Loki," she said, "I am an elf of light. Cruel Loki changed me to a tree because I loved good children. He had no power to keep me a tree forever, so he said "Since you love children so much, you shall remain a tree till a good child shall touch you,—a child who is generous enough to *share his last loaf with a stranger*, honest enough to *give back a reward for his honesty*, and brave enough to *speak the truth when a lie would have saved his life!*"

Go tell Loki that such a child has touched me and the alder-tree will never rustle its silver-lined leaves in his mountain garden!"

"Shining child," said Thule, "you are so like the bright fairy who guided me yesterday."

"That may well be" said the elf of light, "for she is my sister. The brown dwarf is my good friend, though I have never seen him. I am so like sunshine that if he should look at me he would turn to stone. He tempted you and so did my sister, so that if you were brave, generous and true, you could make me free.

Be very happy Christmas Eve for you have a present for the Christ-child which is dearer to Him than the gifts of the Three Wise Men."

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School

"USEFUL KNOWLEDGE" LESSONS.

Since the act of reading is the act of interpreting printed (and written) language, the school work in reading should give the child facility in getting and organizing the thought from all forms of discourse. Very much is said of the nature of reading when the selection sets forth some great truth by means of a fitting image or picture or embodiment. The notion that selections that describe some particular place or object deserve little or no attention is quite common among many teachers who are otherwise very good.

It is true that the work in arithmetic, grammar, geography, history and physiology is of this plain, matter-of-fact kind of reading and it may seem that these subjects furnish

enough opportunities for drill in interpretation of this kind of discourse. This, in a measure, is true. Yet teaching reading for the purpose of giving the child readiness in interpreting printed symbols is a very different kind of reading from that done in the study of arithmetic, grammar and geography.

To illustrate what may be done with one of these matter-of-fact lessons, let us take lesson 3, in the second part of the Indiana Third Reader, "A Dime." This lesson is frequently omitted by teachers who think that only true literary selections should be studied in reading, or it is read orally and passed over.

As in all reading, the first thing the pupil faces is the language, and his first problem is to find what facts this language sets forth. These facts are:—

1. The reader has spent many dimes.
2. Has reader thought when and how they are made.
3. Material.
4. When coined.
5. Value.
6. The bullion is melted into bars.
7. The bars are rolled into thin narrow strips.
8. The strips are cut into circular dime-sized pieces.
9. These pieces have the figures and letters stamped on them.
10. If a mint is near, the reader should visit it.

After these facts are worked out, their organization should be seen. The one idea running through the whole set of facts is *the dime*. (If some one wishes to be very technical, he may object to this statement.) This idea is the unifying notion or principle, and everything must be viewed in relation to it.

The first and second facts have no really organic relation to the central idea, *dime*. This is also true of the last. The sixth, seventh, eighth and ninth facts speak of different phases of its manufacture. The lesson then stands in this way:—A dime. 1. Introduction. 2. Material. 3. Where coined. 4. Value. 5. Process of coining. 6. Conclusion.

The next point to be considered is the significance of each part in the organization. Why did the author make *use* the in-

trodition? Why not omit this and begin with the second paragraph? What particular thing does he say in the introduction that justifies your opinion? Similar questions should be asked concerning the conclusion. Is there anything in the nature of the subject he treats that may hint his reason for the particular way he begins and closes what he has to say?

Is the process of making a dime clear? What things does he say that help most to make it clear? What is there that is not clear? Why not? Why speak of these long, thin strips as silver ribbons? Explain fully. What part, if any, does not seem perfectly clear? Why is it not clear? What was the author's purpose in writing the body of the selection? Did he care to do anything more than to make you know something about the material, value and how and where dimes are made? At each point the child is referred to the language that is the ground for his answer.

If any child can answer something on any point the lesson suggests it may not be out of place to do so, although that is hardly legitimate reading work. But indiscriminate talking about dimes, 'how many dimes I have in my bank,' 'how many I received on my birthday,' 'I have a dime with a hole in it,' 'I found a dime under our door-mat,' 'Jimmy Thomas said he had six dimes'—and all such work often done in a reading recitation, is entirely out of place and foreign to the subject.

The ideas concerning the dime which should be presented are those given in the lesson and the children should be held to giving those and all of them and the language standing for each. After the meaning of the lesson has been fully mastered is the time for the oral reading.

The point I wish to make is that the selections treating of some particular thing, as the lesson used for illustration, should not be slighted, but should be worked out fully. This is one phase of the reading work.

A SIXTH GRADE RECITATION, TAKEN FROM LIFE.

"Get your readers!"

All sorts of books were thrown into desks; pencils, books and rules fell on the floor; several pairs of feet were noisily

moved about and heads were bumped together in the aisles in vain efforts to see in the desks. Before this confusion had ended and while whispers, winks, giggles, and notes were being exchanged the teacher said:

"Open your books!" This was the signal for another general hubbub. When most of them (two-thirds probably) had found the lesson, he said:

"Close your books!" Such an uproar in closing books! Some were dropped on the floor, others came down on the desks with a slam, while other pupils took occasion to hit the pupil in front on the head.

"Johnny Jones, stand up!" A slouching figure with hands in pockets, legs tied in a bow knot, and leaning on the desk behind was Johnny Jones. When Johnny Jones was 'up' it was a signal to the rest to have a fine time. They were sure it was Johnny Jones's card that was to be marked and not theirs.

"Now, Johnny, well-what-w'y (why), what is the lesson about?"

"Ships!" "Johnny now began drumming on the floor with one foot and gave a knowing look to a boy across the room.

"Yes. Well, w'y--what is a ship?" In the most ungracious manner possible, Johnny replied.

"Johnny Jones, sit down!" Johnny fell into his seat. The teacher did not notice this nor the twist the boy behind gave his ear. The teacher was intently marking his grade upon a grade card he held in his hand.

"Susie Brown, stand up!" Susie stood 'up.'

"Now, Susie, what-well what kind of ships—do you know what kind of ships are mentioned?"

"Sloops, yachts, etc.," glibly answered Susie.

"What-well, w-y what is a sloop?" Again Susie replied.

"Susie Brown, sit down," Susie sat down, turned around in her seat and was ready to enjoy herself. She would not be called upon to recite again for a day or two, in reading, and she was sure the teacher had marked her 'ten.'

The lesson proceeded in this way for a few minutes longer when books were opened and the lesson read orally. This was the extent of the work on the thought side of the selection. Every question and movement on the part of the teach-

er showed that he himself had not had any preparation at all for the recitation. Consequently the work done was a sheer waste of time.

This teacher has sixty pupils in the sixth grade and at no time during the recitation were there more than eight attending to the work and frequently as few as two, three and four. But the teacher seemed perfectly unconscious of this fact and seemed to take no notice of anyone except the one reciting. One girl, sitting in the front seat, by which the teacher stood talked in a stage whisper to a girl five seats back—"Is that the new teacher over there by the door?" "I guess so." "I don't believe I'd like her." "Neither d' I." etc. heard by the 'new teacher' referred to half way across the room.

This teacher has had several years of experience and the school board "cannot possibly do without his services." Such work is not teaching, it is a farce and it would be an untold blessing to the children of Indiana if the teachers and superintendents were compelled to learn *how* to teach as well as *what* to teach.

PRIMARY LITERATURE.

A further illustration of the work of simplifying classic selections to such a degree as to be comprehended by children is herewith given. The following was prepared by a student teacher in the State Normal.

DANTE'S INFERNO—CANTO II.

They have gone but a few steps when Virgil, looking around, sees that Dante is not following him at all but stands with his head sunk on his breast in deep thought. One would hardly know him to be the man, who, only a few minutes before, had started with strong hope and a steady step.

It is evening now and the shadows lie in the wood and make it blacker than before. Blackest of all is the rough path that is to lead down to the gloomy region at the center of the earth.

It must seem hard to Dante, that now, when all other things go to rest, he should have to start on such a journey, to such a place.

As he thinks the matter over, he begins to feel quite sure

that he can never come out alive, and he wonders, too, if Virgil is right to have planned such a journey.

He turns to Virgil with the question, "Dare I go where you have said?" Then, wise Virgil to make his friend brave and strong again, decides to show him that this journey was planned in heaven and that Virgil was sent to carry the message and to be his guide.

In the very highest heaven lives the Virgin Mary, the mother of Christ. In some of the beautiful churches of Italy, you might hear songs about this same lovely being, but the singer would call her "Santa Maria," Some of you may have seen pictures of her pure and lovely face.

When she looks down from heaven and sees people on earth perplexed by doing wrong, her tender heart is so troubled that she sends good angels down to point the way. Sometimes the way is hard. We know why Dante's was. He needed to see what wrong doing would bring to people.

So Virgil is going to show him that an angel from heaven sent him to the forest to guide Dante along the path, so dark at first, but leading finally to the shining mountain.

Virgil now tells how he was sitting alone in a quiet place far away, when he heard some one speak his name in a voice as sweet as a strain of heavenly music.

He looked up and saw Beatrice; not the real Beatrice, for she is dead, but the angel Beatrice, come down from heaven and standing before him, beautiful to behold. It made one think of sunshine to look at her shining hair, and her eyes, the poem beautifully says were "brighter than the star of day."

She told Virgil, in the same, sweet voice, how the Virgin Mary's heart was sad because of Dante's troubles, and had sent Beatrice to help him. She had indeed come from her home in heaven, to ask Virgil to be Dante's guide and helper.

I think it would have been very strange if Virgil's story had not brought back Dante's courage. Especially since Beatrice was one whom Dante had loved very much, while she lived on earth. He feels now that he is brave enough to bear anything that may come. Why should he fear? Virgil is near him, and even heaven plans to bring him back to the good.

In fact, he now longs to begin the journey that is to undo all the wrong he has done, and bring him to the mountain top at last.

"Lead me," he begs of Virgil, and they start again.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

THE SCIENTIFIC METHOD.

Of all words currently used to describe method in teaching the word scientific is the best, for it expresses a method of thought; while the others express some external accompaniment of the process. Such external devices as the topical method, the library method, the laboratory method, the seminar method, the method by travel are not vital in the process of teaching; are variable and may be exchanged for others; in fact must be so exchanged when conditions vary. If some circumstance should deprive a teacher of his seminar method he would shift to some other device; and certainly without loss if he had seized the spirit which suggested and animated the seminar. A teacher who feels put out and disabled because his device is taken from him has not yet anchored himself in the method of learning, expressed by the word scientific.

The scientific method must not be restricted to the study of natural objects; which is apt to be done from the fact that of recent years the method has been best exemplified and emphasized by teachers of natural science. Of course such method has not been confined to these, either in theory or practice; and I am not sure that they first insisted on it as the correct method of study. But perhaps no class of teachers has done so much to establish the scientific method as a working doctrine as the natural scientists.

Now the method is advocated and practiced in every field of investigation more or less, in history, political economy, sociology, psychology, politics, ethics, literature, etc. Even the study of religion is pursued by the scientific method, as eloquently indicated by Dr. Barrows's introductory address to his course of lectures on religion in Chicago University. Its universality proves its validity. It is applicable to all subjects, and to every phase of teaching from the primary grade through the university.

The method requires that the student form his own conclusion from his own observation of facts; must be first han-

with what he knows, and not try to abbreviate the legitimate process of thought in knowing by substituting ready made products of others. The method respects the self activity of the learner, and recognizes that the knowledge which the pupil really has he must construct for himself. It is opposed to the old theory and practice which regarded the mind as a receptacle to be filled by something ready made elsewhere.

The first step in the process is observing individual objects or phenomena. And this must not be restricted to sense observation; and not to the outer sense alone. The inner facts of consciousness must be observed by the inner sense. Thus we have outer and inner observation. The psychologist must observe facts and phenomena just as truly as does the chemist or biologist. And further, with the present extension of the method, observation must be extended to the exercise of the imagination on objects not present to the senses. In history by means of original documents, the pupil observes the event as if he were an eye witness. The fullness and accuracy of his observation will have much to do with the value of his subsequent procedure. In geography he must substitute description and imagination for immediate observation. In political and social science, he does not directly observe the facts himself, but substitutes the observation of others. If the method requires direct sense-observation it is partial and cannot apply to the teaching of any subject. The natural scientist, who is most prone to insist on direct observation, continually leaps the limit he himself sets; for the scope of his investigation lies outside the field of possible individual observation. So that the scientific method comes to mean in practice that the first movement of thought in studying any subject is the gathering of facts, individual things, phenomena, by whatever means it may be done; for, as Kant puts it, concepts without precepts are empty. All one's thinking is directly or indirectly about individuals; and the method insists on not omitting the basis; that one thinks he should think about something - something, of course. Yet if the public school teacher will set to work to have his pupils rise to conclusions on the basis of their own observations, the chances are that his work will change front; and that the

most obvious of truths in statement is not the most obvious in general practice.

When facts are collected, or rather while they are being collected, comparison and contrast begin to discriminate and set them in order to note the differences which separate and the likenesses which bind together. This element is sometimes so prominent in the process that it passes under a new name - the comparative method. Such phrases comparative anatomy, comparative psychology and comparative religion are common. Philology is largely a comparative study; but what is not? This is a form which every line of investigation must assume in the second stage of its progress. It is nothing to be used in a specially large and distinguished way; it is only a recognition of the mind's inherent law of knowing, as is employed by the kindergartner as well as the professor in the university. It might sound big for the six year old pupil to say that he was studying anatomy or philology by the comparative method; but that is just what he is doing.

While the process of comparison is going on, the student by emphasizing likenesses, generalizes individuals into groups and sub-groups, until all the facts are systematized. Thus he formulates the law which is essential to the individual, and at the same time which binds individuals into unity.

And lastly, inductions are made concerning facts which can not be brought under observation. Although going beyond the scope of observation it does not violate the requirement of the method, for the inductions are made on the basis of observation. By far the larger part of scientific knowledge lies beyond the field of observation. By the examination of one human body laws are inferred which apply to millions of others. By the examination of the nervous action of a frog's leg or the circulation of blood in its foot, the law of such action is set up, not only for all frogs, but for a large section of the animal kingdom. Social phenomena are studied in one city, and other cities are therein supposed to be understood. So that while the scientific method insists on observation as the starting point, it must not be supposed to restrict knowledge to the facts observed. The observed facts are means by which the unobserved facts are reached.

And now, after trying to say that the scientific method is

universal, the suspicion arises that it omits one hemisphere of the world's thought; unless there can be assimilated to it another and quite diverse element. The scientific method deals with the world of fact; strives after laws which inhere in things as they are. But man is continually theorizing about things as they ought to be; and striving to reconstruct the world on his own idea. He turns his thought back upon the world and imposes law upon it. He has an *a priori* faculty of making a world of his own. In sociology he is not simply satisfied with ascertaining the facts and laws holding in the past and present, but strives to reconstruct it on an ideal of his own. This new society he can not observe, for it does not exist; neither can induction reach it, for it is applicable to existing things. In education, the scientific method gathers a wide range of facts, concerning schools, and learns what it can from these facts, but it will not do to rest easy under the condition of things disclosed by the facts. A president of a normal school may collect the facts about existing normal schools and generalize from them, finding the law which actually controls them; yet he will have to project his own law if he would rise above the general level. The scientist cannot make a laboratory to suit him unless he has in him a law which transcends that found in observed facts. If these things are not true what becomes of the whole world of art and duty? The scientific method holds for what *is* but it cannot give law to what *ought* to be—to the world of beauty and duty. But call it all scientific method if you wish; no matter about names, so that we recognize that in the rounded process of knowledge somewhere, man as well as the object he thinks gives law.

THE OTHER SELF, ETC.

To speak of the pupil's "other self," his "larger self," "finding himself," "identifying himself" with the world about him sounds a little awkward at first, if not meaningless and contradictory; but in this there is hope, for great truths come to us in paradoxes and contradictions. Those who use them may have some mighty truth to express about teaching which requires odd phrases. They sound deep, and may ex-

press some hidden meaning. In either case, of course, they are sufficiently justified.

Suppose the finger of a child to have consciousness, and to be sent to school to be educated, developed. The teacher must recognize at every step, and as fundamental condition of his procedure, that its growth as a finger is in and through the life of the hand; that in fact it is not a finger at all without the hand. The finger would say that the life which is now in me is the hand; you may think of me as myself, yet the larger part of me is the hand, which is my larger self and it is there where I find myself. Whatever you do to educate me must be through the influence—the inflowing—of my larger self.

If we should now make a student of the hand, and strive to develop it into a good, strong, moral constitution, it would likewise insist on a larger self, another self, in which its little this-self lives, and moves, and has its being. Honestly and fairly and by any proper use of language, the hand, in its reality and its life, is as large as the whole body and as you like. It cannot be this-self without another self. The education, the development, of the hand is in and through the larger whole of the hand—the body; it realizes itself in and through the larger self. This being the nature of its life and the law of its unfolding, such must be recognized by the teacher as the basis of any rational method of teaching hands.

The plant lives in its environment, and therefore includes its environments. Its smaller life is one term in a community of life with that which lies beyond. Life, we have heard, is a “continuous adjustment of internal relations to its external relations.” Should the plant become conscious, it will thank its larger self for all it is and has. Whatever process of culture avails aught, must recognize the wholeness of life which includes both this and the other self of the plant. Isolation is death; nothing is by itself and of itself, but a member of an organic system whose life is in all and through all.

The child, as a physical being, is not quite so obviously bound into the larger whole as is the finger or the hand, and it has not, like the plant, the apparent physical connection of being rooted into the earth in a cooperative partnership; yet if you will make the effort to think it as isolated, as with-

out reflection we assume it to be, it will prove to be inextricably intertwined in the life of the larger whole. The hand no more truly lives the life of the body than does the body the life of the environment. The problem of complete physical living is simply that of living in the largest possible whole. The problem of the industrial world is to put the physical man in responsive touch with the physical life of the globe, that he may live in and through it all. The savage appropriates the area within the limits of his own locomotion; and this most meagrely for he can not utilize, for what it is worth, the wind and the water, the soil and its products. The truly civilized man has flowing into his life, through machinery and the industrial organisms, the life-giving functions of the whole earth. The sunshine and rainfall of opposite parts of the earth touch him constantly with more perfect life. He withers in the drought of another country, or flourishes in its prosperity. He has the advantage over the savage in having a larger other self in which to find himself, with which to identify himself. So that the education of the physical man into the most complete physical living requires a recognition of the larger whole as the life of the part. Here again, isolation is death, and fullness of life is in proportion to the larger whole through which the individual lives.

The foregoing, by analogy, explains the process in the spiritual child whom we are really to teach. The spiritual child is no more isolated than the physical child; than his hand or his finger. It is impossible to think of mental life except as having its being in life. A thinker can not be conceived without objects of thought, and these objects of thought come within the experience of the thinker. The thought arising in the pupil, and that universally manifested without him, are both within the life of thought; and the pupil's life he breathes within the larger life. The World's Fair sprang forth a thing of thought; and the pupil has more life in that thought—is enlarged by it. He has no life except by such processes. The World's Fair is his other self; it is within his life, and at the same time without it for others. By plain use of language, he found his life in it. This self does not exist except in activity through another self; the two are organic phases of one life; and the fullness of life in the

self is in proportion to the larger whole through which the individual lives. Hence it is the problem of education to put the individual into the fullest responsive touch with the spiritual life of the world. This is the reason for teaching science, geography, history, literature, and the rest; these are phases of the universal life of thought which the pupil must bring within his own experience. The problem of the individual is to become as large as the whole; his craving to know hopes for nothing less; his process of learning satisfies only when he feels that he has found himself in what he studies, that something which was beyond the self has now become a part of the self—the larger self revealed in the smaller. The whole problem of education is how to secure more life. "More life is the cure for all the ills of life." The mission of the teacher is, "to give life and that more abundantly."

This view of education, as being a process of continually enlarging the individual life by the larger life through which it lives, suggests a truth touching the question of formal discipline and the indifference of subject matter. It has frequently been urged of late that it matters not what the student studies, so that he study in the right way. All that he needs is formal discipline; and that physics, for instance, will answer all requirements, if pursued in the spirit of a specialist. By a swing of the pendulum, knowledge must now yield to discipline. Suppose the Committee of Ten are right in holding that subjects are of equal value, it would not follow that one could take the place of another, or that any should be omitted. Mental activities, which are to be disciplined, are as infinitely varied as subject matter. If the world is to be known in its wealth and variety for purposes of knowledge and the larger life, the requirements of discipline in variety and power are not less exacting. The mind can not be trained to act in a groove on one thing, which groove fits another thing as exactly as the groove made by acting on the latter thing. One form of discipline and action can no more take the place of another than can one subject of knowledge take the place of another. Certainly, the thinking out of one subject gives faculty, form of action, for thinking out every other; but no more than one subject of knowledge illum-

inates every other. The fact is we have set up a friction in the distinction between knowledge and discipline; they are only two sides of the same thing. What one knows is nothing different from his act of knowing; and the act of knowing is what he knows. To know a triangle is to form it in thought; and to form it in thought is to know it. It seems that there is such perfect harmony, rather organic unity, between the two that there is no danger of inconsistency and violence if the larger truth of education is seen in the organic process by which the individual lives in and through the life of the whole. It is not difficult to reduce this doctrine to the concrete working point in practice, which proves it true, and that such words as the other self, etc., are not merely odd but suggestive.

THE SCHOOL ROOM.

Conducted by GEORGE F. BASS.

"SELF-ACTIVITY."

It has been said that "all education is by self-activity."

"The mind grows by its own activity" is another statement of the same truth that teachers often repeat. Every teacher will admit that he believes this to be a fundamental principle of education. He will also agree that it is his business to arouse self-activity in his pupils. Yet, in the face of all this, we find persons in the school-room constantly violating this principle. Their preaching and professing do not agree with their practice.

A child while trying to read comes to the word *mate*. It is a new word to him and he does not know what to call it. He would know what it means if he were to hear it pronounced. He looks at his teacher helplessly. She pronounces it for him. Now has she done the best thing for him? Has she aroused his self-activity? She knew that this pupil had learned the word *ate* and also the word *man*. He knew the power of *m*. Supposed the teacher had asked the pupil if any part of the word looked like any work he had seen, would it not have been better? If he still could not "work out his own salvation," she might hide the letter *m*. He would then

recognize the *ate*. Now this part of the word is hidden and his attention is centered on the *m*. He gives its sound, now he looks at the whole word and pronounces it himself and at the same time sees its meaning in the sentence. "The bird has lost its mate."

Yes, the teacher saved time by pronouncing it for him; i. e. she got over more words in the lesson, but she really is *wasting* time for it will take the pupil a great deal longer to learn to do things by himself. But if she teaches him—arouses self-activity in him, he not only learns how to pronounce this particular word and how to work out the pronunciation of other words, but he acquires a tendency to work out the problems of life.

A pupil in the advanced grade comes to his teacher with a hard problem, i. e. hard for the pupil. The teacher believing in this principle that mind grows by its own activity, refuses to give *any* assistance. To us this seems wrong. Perhaps this pupil is in the state of mind that "Bill Nye" was when he said that his thinker would not think. He does not know how to make it think. He sees no clue to the solution. Suppose the following to be the problem:—A merchant sold twenty stoves for \$180. He received \$19 for the largest size, \$7 for the middle size, and \$6 for the smallest size. How many stoves of each size did he sell?

The teacher should ask a question or make a suggestion that will set the pupil "a thinking."—No one can say just *what* this question or suggestion should be, but the *principle* to guide us is the same that guided us in teaching the pupil to pronounce the word *mate*.

We might ask what the average price of the stoves is. If this does not start the pupil we might ask how *many* he sells and what he gets for all.

But after he finds that the average price is \$9 he may not see what to do next. We might ask what he would have to do to keep "even" if he were to sell one article for \$8 less than he should have sold it? He would probably say that he should sell another for eight dollars more than it should have sold for. "Good" you say. "Is there anything else you might do to make up your loss?" "Yes, I might sell eight

articles each for one dollar more than the regular price." Now let him try the problem in hand.

He will probably see that when the merchant sold one stove for \$19 that he received \$10 more than the average price, and that when he sells one at \$7 he sells for \$2. less, and one at \$6, is \$3 less than average. He will see, perhaps without any further help, that the sales so far are \$10 above average price and \$5 below. They must balance. It does not take much insight to see that if he will *double* the sales that are below average, he will balance the \$10 above average. He will easily see then that he has sold 5 stoves; one @ \$19, two @ \$7 and two @ \$6. "How many must you sell?" "Twenty." $20 \div 5 = 4$. So he sees that he must sell four times as many of each which gives 4 @ \$19; 2 @ \$7 and 2 @ \$6.

GRAMMAR.

Let us not forget that we are to teach the pupil *with* grammar, not to teach grammar *to* the pupil.

We have been studying the sentence as a unit—as the expression of a thought. We have found that in every thought there are three elements; also that in every sentence there are parts to express these three elements. We have called these parts subject, predicate and copula. We have pointed out these elements in every variety of sentence; simple, complex, short, long; declaration, interrogation, exclamatory.

When pupils have had a great deal of practice of this kind they are ready to begin the analysis of these universal elements of the sentence. But there is a common error, as we think, in analyzing sentences. e. g. "The Dutch florist who sells tulips for their weight in gold laughs at the antiquary who pays a great price for a rusty lamp." Many teachers allow pupils to give the word *florist* as the subject. It is clear that it is only a part of the subject. It takes the words "The Dutch florist who sells tulips for their price in gold" to form the subject of this sentence. It takes all the rest for predicate and copula. The word laughs is the "asserting word" and hence the copula.

When the pupil thus disposes of the elements, he is looking at each as a unit. The sentence has become three now. Let

us look at each element. Is there a word in the subject that denotes the object about which we have asserted something? Yes, the word *florist* names the class to which the object belongs. Now our subject is separated into two parts; one, denoting the object, and the other expressing attributes of this object. It is easy to lead the pupil to see that the words *the* and *Dutch* express something of the florist. This is enough for our present purpose. If we now ask what habit this florist has, we shall be told that he has the habit of selling tulips for their weight in gold. Ask him to give the exact words in the sentence expressing this habit, and, "who sells tulips for their weight in gold," will be given.

Now let us see how "the," "Dutch" and "who sells tulips for their weight in gold" are alike, and how they differ. They all express attributes of the object named by the word *florist*; in this they are alike. The words "the" and "Dutch" each express an idea without the act of judging, but the idea expressed by the words "who sells tulips for their weight in gold" is the result of a judgment or thought. Hence, we find a difference which leads us to call the former "word modifiers" and the latter a "clause modifier."

Now let us look at the predicate. What in it expresses the chief thing that we thought of the object *florist*?—"Laughs." Yes, that is correct. Has this word any other use? Yes, it shows that we did unite this florist with this action, in our own mind. So, it has a double office, that of copula and the chief part of the predicate.

Now, our predicate is separated into two parts—a principal part and a modifying part. Each part should now be pointed out in the same manner that was followed in analyzing the subject.

The next move should be the analyzing of these parts—the principal and modifying parts.

IF you do not receive your JOURNAL by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable, and results in loss to the teacher and usually unnecessary trouble to the publisher.

WHEN you send "back" pay for THE JOURNAL, please name the agent with whom you subscribed.

CHRISTMAS PROGRAM.

(Suggestions.—Decorate the school room with evergreens, if possible. Place artistically on the blackboard some of the following Christmas mottoes: "Merry Christmas," "Peace on Earth, Good Will to Men," "Christ the Lord, Was Born To-day." Christmas pictures can be used with good effect.)

1. SONG—The Christmas Welcome - By the School

[TUNE—"Tramp, Tramp, Tramp, the Boys are Marching."]

When the summer time is passed, and the harvest housed at last,
And the woods are standing bare and brown and sere;
When the frost is sharp at night, and the days are short and bright,
Comes the gladdest, merriest time of all the year.

CHO.—Shout, O shout the joyous welcome,

Greet old Christmas with a roar;

He has met us with good cheer for this many a merry year.

And we hope he'll meet us all for many more. *(Repeat.)*

Then away with every cloud that our pleasure might enshroud,
And away with every look and word unkind;
Let old quarrels all be healed, and old friendships closer sealed,
And our lives with sweeter, purer ties entwined. *Cho.*

Since we know the blessed power of the happy Christmas hour,
We will keep its holy spell upon our heart,
That each evil thing within that would tempt us into sin
May forever from our peaceful souls depart. *Cho.*

—From S. C. Hanson's *Merry Songs*.

2. SCRIPTURE READINGS - - - By the Teacher

For unto us a child is born, unto us a Son is given; and the government shall be upon His shoulders; and His name shall be called Wonderful, Counsellor, the Mighty God, the Everlasting Father, the Prince of Peace.

And the Spirit of the Lord shall rest upon him, the spirit of wisdom and understanding, the spirit of counsel and might; the spirit of knowledge and of the fear of the Lord; and shall make Him of quick understanding in the fear of the Lord; and He shall not judge after the sight of His eyes, neither reprove after the hearing of His ears.

The spirit of the Lord God is upon me; because the Lord hath anointed me to preach good tidings unto the meek; he hath sent me to bind up the broken hearted, to proclaim liber-

ty to the captives, and the opening of the prison to them that are bound.

3. RECITATION, - - - For Three Children.

1st. I wish that my eyes could have seen
The fortunate shepherds of old,
To whom, in the stillness of night,
The beautiful story was told!

2d. I wish that it could have been mine
The song of the angel to hear
As "good will to men" it declared
Through Jesus, our Savior so dear!

3rd. I wish that it could have been mine,
The lot of the shepherds to share,
As off to the city they sped
To see if Messiah were there.

All. I'm thankful that it may be mine,
My Savior, at last, to behold;
And, safe with the angels, so bright,
Abide in his heavenly fold.

4. ESSAY, - - - Subject, "The Christmas Tree."

5. RECITATION—"Old Winters on the Farm," By a Boy

I have jest about decided
It ud keep a *town boy* hoppin'
Fer to work all winter choppin'
Fer a old fireplace, like *I* did!
Lawz! them old times wuz contrairy!
Blame backbone o' winter, peared like
Wouldn't break! and I was skeered like
Clean on into *February*!
Nothin' ever made me madder
Than fer pap to stomp in, layin'
On an extra forestick, sayin'
"Groun' hog's out and seed his shadder!"

—James Whitcomb Riley.

6. Let the teacher or some older pupil read the Christmas story in "Lend a Hand" department, this number of the JOURNAL.

7. RECITATION—"Christmas" - - - By Two Girls

First Girl:

What did I have for Christmas?
Oh, some bonbonieres and a doll,
A watch, an upright piano,
And a point lace parasol.

But I wanted a grand piano,
 I don't like the tone of this;
 And I wanted a diamond necklace—
 Wouldn't that have been bliss?
 The bonbons are every one creamy—
 They know I don't like that kind;
 And the doll isn't anything extra—
 They said 'twas the best they could find;
 Oh, Christmas is always horrid!
 I never get what I expect,
 And then I must wait a year longer,
 And again have my hopes wrecked!

Second Girl:

What did I have for Christmas?
 Oh, a Jew's harp! isn't that sweet?
 And this beautiful, new China dolly,
 With dress and apron complete!
 And I had two sticks of candy,
 Lemon and peppermint,
 And a splendid, long lead pencil,
 And a pretty, new dress of print!
 Oh, Christmas is always lovely!
 I never expect a thing,
 And then I get presents and presents,
 Till I feel as rich as a king!

—*Youth's Companion.*

8. ESSAY. - "How should we celebrate Christmas?"

9. READING - - - - "A Christmas Riddle."

Santa Claus was going to have a Christmas party. So said the Gray Squirrel, and you may be sure she knew; for didn't Santa Claus tell her all his secrets? It was to be in Jack Frost's house, for the reason that no other house in the wide world was so beautiful as Jack's, with its fern pictures on the walls, and its flashing lights hung everywhere. But Santa Claus wanted it gayer still. This is what he whispered to the Gray Squirrel:

"Bring me something green as the pine, red as the winter sunset, hard and sharp as ice. And be quick about it, for everybody will be coming soon."

Off went the Gray Squirrel like a flash to the White Rabbit under the hill. "Oh, White Rabbit, what is as green as the pine, red as the winter sunset, sharp as ice? If you know, show me quick."

White Rabbit thought an instant; then he took Gray Squirrel by the hand, and led her to a bush.

"The very thing," said Gray Squirrel, delighted.

With their sharp teeth they nibbled and gnawed the bush down, and carried it on their backs to Santa Claus, who hung it on the walls in a twinkling, for the company was beginning to come.

Evening Star came first, followed by the whole family of Moonbeams in silver dresses, that were almost as pretty as Evening Star's gold dress. Next came some Icicles in Jack Frost's carriage, flashing and shining so you could hardly bear to look at them.

Just then there was a great noise of wheels, and who should drive up but Cinderella, with her glass slippers well tied on.

"I don't mean to lose one to-night," she said laughing.

You would be tired if I told you all who came. But you may be sure Jack Horner was there, for doesn't he like Christmas plums?

"Such a good time as they had when they all sat down to supper? Don't you wish you had been there to see Santa Claus cut the turkey? Jack Horner had so much mince pie that he went to sleep in a corner.

"See who can guess this riddle," said Santa Claus. "What is green as the pine, red as the sunset, sharp as ice?"

Everybody tried to guess, but nobody could. Suddenly up jumped Cinderella. "I know," she said clapping her hands.

"CHRISTMAS HOLLY."

—Primary Education.

[Note.-- Without giving Cinderella's answer, the pupils might be allowed to guess.]

10. RECITATION. Uncle Sam's address to the children.

(Enter Uncle Sam, in costume.)

I bring a hearty greeting at this merry Christmas time,
To all my happy children from every land and clime
Who here beneath the Starry Flag the songs of freedom sing,
Who love the ways of peace, and fear not Emperor or King.

I give you Christmas greetings; but what is that I hear?
Old Uncle Sammy out of place in all this Christmas cheer?
You miss your dear old Santa Claus and rather think that I
Should stay back in the racket of the fourth of hot July?

I'm good at fire-crackers, pin-wheels and rockets too:
I beat old Santa with the flag, our own red, white and blue.
But when it comes to playthings that Christmas always brings
Old Santa is the only one to handle children's things.

But Santa wants to travel, he ought to have a rest,
So in his place *I've* come; I'm going to do my best;
I've brought the dolls and sleds, the toys and candy too.
But best of all I've lots of love that Santa sent to you.

And so I said to Santa Claus "I'll take your place this year
And keep the Christmas Festival with my own children dear;
While you go over all the earth and help them all you can,
From Cape-Town up to Norway and from England to Japan."

And that's the reason, children, why I am with you now,
Instead of dear old Santa, with his great white coat of snow.
May life for every dear one here be free from care and pain;
And don't forget your Uncle Sam till Santa comes again.

J. W. MATTHEWS.

11. Response by a little boy.

Dear Uncle Sam, we're very glad to see you here to-day,
Although of course we're sorry that Santa is away;
We thank you for your loving gifts and hope some time that you
Will come again to see us and bring Old Santa too.
Now in honor of your presence and to close this joyful day.
We will ask our friends to join us while we sing AMERICA.

(Waves his hand; the school rises and sings America—the little boy acting as director, "beating time" in a very dignified manner.)

My country, 'tis of thee,
Sweet land of liberty
Of thee I sing:

Our father's God to thee!
Author of liberty
To thee we sing.

Land where my fathers died!
Land of the pilgrim's pride!
From every mountain's side
Let freedom ring.

Long may our land be bright
With freedom's holy light
Protect us by thy might
Great God our King!

(For additional numbers of a program, see SCHOOL JOURNAL for December 1893.)

EDITORIAL.

"Is there a cross word that tries to be said?

Don't let it, my dear, don't let it!

Just speak two pleasant ones, quick, instead,

And that will make you forget it."

IF YOU HAVE NOT YET PAID for the JOURNAL, please remember that Jan. 1, '95, is the "last day of grace," and that the agent wishes to close his books on that day. This is the contract.

A PRACTICE THAT SHOULD BECOME UNIFORM.—It was learned at the late city superintendents' convention that in several instances the trustees not only gave their superintendent his time to attend the meeting, but also paid his necessary expenses.

CAN A COUNTY SUPERINTENDENT GO BACK OF THE RETURNS? This question has been decided in the negative by the Supreme Court. The case was from Allen County. The County Superintendent refused to accept the enumeration of children in Fort Wayne as correct and had it re-taken. The Court holds that when the report is in proper form and sworn to as the law requires, the County Superintendent must accept it.

EVENING COLLEGES.—A move is being made in Cincinnati to establish an evening college. It goes further than the University Extension idea purposes, in that it proposes to do actual college work, and differs from the ordinary college in nothing except that the work shall be done in the evening instead of in the day time. Its purpose is to furnish a college education to people who can not leave home and who can not give the day to study. For particulars address W. O. Spronll, 29 Mason St., Cincinnati, O.

NOT the common school course of study as much as the common school teacher needs enriching. Enrich the teacher, broaden the teacher so that she can teach these lower branches in the light of the higher and the course of study herein suggested will be found to be an efficient means of placing the pupil in right relations with his fellows, they will give him a key to the meaning of nature and the best preparation for the more advanced subjects in the high school and the college.—*Pres. Joseph Carhart.*

COUNTY TEACHERS' ASSOCIATION.—At least three-fourths of the counties of the State hold annual associations, and at least three-fourths of this three-fourths hold the meeting on the Friday and Saturday following Thanksgiving. This will account for the fact that the JOURNAL can not make notice of these meetings, and of the other fact that the editor cannot accept all the invitations he receives to attend the meetings. The meetings are of great interest and value and the JOURNAL is always glad to get facts in regard to them. They are one of the many signs of enterprise and progress.

PERHAPS the best lesson the schools have learned from the kindergarten are those connected with the discipline and management of children; that love is the strongest stimulus and the greatest controlling force in the world; that coercive and autocratic discipline necessarily dwarfs character; that obedience should not involve subseriency, and that all discipline is evil that checks spontaneity and prevents the fresh development of the spirit of individual liberty as the foundation of personal responsibility and responsive co-operation.—*James L. Hughes, in Kindergarten Magazine, Chicago.*

VOLUME XXXIX.

With this issue, Vol. 39 of the JOURNAL is completed. Its record is made and its patrons must be the judge as to its merits. The editor is gratified to be able to state that the last year has been one of the best in its history, both as to patronage and as to words of high commendation. He wishes again to extend to his friends his sincere thanks for their hearty co-operation and liberal patronage.

THE STATE TEACHERS' ASSOCIATION.

Do not forget the State Teachers' Association that opens Dec. 26. The program, published in last month's JOURNAL, is one of the best ever presented to the teachers of the State, and the attendance should be unprecedented. There ought to be a thousand teachers in this great State who think it worth while to come up to this annual gathering to renew and extend their acquaintances and to renew their professional zeal and inspiration. Such meetings have a tendency to make teachers think better of themselves, of their work and their profession. The associations will be worth quite as much as the Association to most teachers.

Remember the date and also remember that Headquarters will be at the Denison Hotel. For further information write to the chairman of the Executive Committee, R. I. Hamilton, Huntington.

TOWNSHIP LIBRARIES.

Township libraries are now the greatest educational need of Indiana. The fact that township libraries were not appreciated and not cared for more than a quarter of a century ago is no argument that they would not be appreciated and used now. The Young People's Reading Circle is rapidly developing a taste and a demand for more and better reading, and it must be supplied. Last year its membership reached over 150,000. The Teachers' Reading Circle and the Farmers' Reading Circle are also potent influences in this direction.

The value of a good library in each township can scarcely be estimated. It would be an immense aid to greater intelligence, good morals, good schools and good citizenship.

The Legislature will meet in January and now is the time to make ready for the township library. Let every teacher see his Representative and Senator and urge him to vote for a law providing for a township library. If he can not be seen write him a letter.

There are those who would much prefer a "district library." Of course it would be better to have a good library in every school district, but in asking for too much we may get nothing; and in asking for two or three different things we jeopardize all. If some ask for township and others for district libraries we divide our influence and divide our friends in the legislature. Let all ask simply for a township law, and and after getting that it will be easy enough to get it modified and

extended to the township. Furthermore, the law to begin with should be *optional*. Let it simply provide for the levying of a small library tax at the option of the trustee. By this method every township that would use a library and take care of it will soon have one, and the indifferent ones will ere long be influenced by good examples.

Now, let all go to work and make a united effort for a township library law, and work faithfully, and success will surely crown our efforts.

CLUBBING LIST.

INDIANA SCHOOL JOURNAL, one year, and—

Evolution of Dodd	\$1 30
Black Beauty, cheap edition	1 25
Black Beauty, in boards	1 30
Review of Reviews	3 35
Forum	3 85
Century	4 85
North American Review	5 35
St. Nicholas	3 85
Scribner's	3 85
Atlantic Monthly	4 60
The Pansy	2 00
Our Little Men and Women	2 00
New England Journal of Education	3 35
New York School Journal	3 35
Littell's Living Age	8 35
Baby Land	1 65
Harper's Magazine	4 50
Harper's Weekly	4 60
Harper's Bazar	4 60
Harper's Young People	2 60
Arena	5 35
Public School Journal	2 60
Intelligence	2 50

COMPULSORY EDUCATION.

The subject of compulsory education is an ever present subject in educational circles, and in later years has grown into the consciousness of a large number of people not counted as educational. No one doubts the value of a compulsory law if it can be enforced—but the trouble comes in the enforcement.

At the recent city superintendents' meeting the propriety of asking for a compulsory law was discussed, with the result that the move was not thought *expedient* at present. It was argued that in the light of what happened in Illinois and Wisconsin a few years ago the politicians could not be induced to take the responsibility of passing such a law.

The argument was not on the merits of such a law—simply the expediency of asking for it *at this time*.

The writer listened to what was said but was not convinced. The laws referred to in Illinois and Wisconsin were unpopular with certain classes for two specific reasons (1) They required that all schools should be taught in the English language, and (2) They required that all church schools should be subject to State inspection and State approval. The large foreign element in those two States bitterly opposed these parts of the laws and the matter was made a political issue. The result was that the party endorsing the law was badly beaten at the next election. Now a good compulsory law can be formulated that will secure all the most desired results, and omit both the offensive features above named.

There is no doubt that some sort of a compulsory law is much needed, especially in all our larger cities.

PATRIOTISM.

THE JOURNAL endorses very heartily the idea of having a flag for each school house, but has said several times that it is a mistake to fly it all the time—that it should be displayed only on special occasions. D. W. Thomas, of Elkhart, takes the same view and has placed the following dates for displaying the flag in his school *Manual*.

What is desirable in the man must be taught the child; what should be embodied in the laws of the nation should be taught in the schools. Good citizenship is the primary object of the public schools. Good citizens are patriotic citizens. Patriotism should be taught in the public schools.

FLAG DAYS.

- July 4—Declaration of Independence.
- August 29—Birthday of O. W. Holmes.
- September, first Monday—Labor Day.
- September 6—Birthday of LaFayette.
- September 13—Perry's Victory.
- September 22—Emancipation Proclamation.
- October 12—Discovery of America by Columbus.
- October 19—Surrender of Cornwallis.
- November 3—Bryant's birthday.
- November 7—Battle of Tippecanoe.
- November 30—Thanksgiving Day, and birthday of Cyrus W. Field.
- December 8—Birthday of Elihu Burritt and Eli Whitney.
- December 11—Indiana admitted into the Union.
- December 17—Birthday of Whittier.
- December 22—Landing of the Pilgrims.
- January 8—Battle of New Orleans.
- January 11—Birthday of Alexander Hamilton.
- January 17—Birthday of Benjamin Franklin.
- January 18—Birthday of Daniel Webster.

- February 12—Birthday of Lincoln.
 February 18—Birthday of George Peabody.
 February 22—Birthday of Washington and Lowell.
 February 27—Birthday of Longfellow.
 March 9—Engagement between the Monitor and Merrimac.
 March 15—Birthday of Andrew Jackson.
 March 16—Birthday of James Madison.
 April 2—Birthday of Thomas Jefferson.
 April 3—Birthday of Washington Irving.
 April 9—Surrender at Appomattox.
 April 12—Birthday of Henry Clay.
 April 15—Death of Lincoln. (Flags at half-mast.)
 April 19—Battle of Lexington.
 April 27—Birthday of S. F. B. Morse and U. S. Grant.
 April 30—First inauguration of Washington.
 May 4—Birthday of Horace Mann.
 May 25—Birthday of Emerson.
 May 30—Memorial Day. (Flags at half-mast.)

In case of the death of a pupil, the flag of the building shall be placed at half-mast, and in case of the death of a school officer or teacher, the flags on all of the school buildings should be so placed, and in each case should remain until after the funeral.

Saluting the flag and appropriate exercises for each day are suggested.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS FOR NOVEMBER.

SCIENCE OF EDUCATION.—1. Compare and contrast the purposes to be attained in the teaching of English language, English grammar and English composition, especially emphasizing such purposes as are peculiar to each subject.

2. In selecting material for supplementary reading, would you give a preference to that which is chiefly valuable for practical information, or that which has chiefly to do with the development of ideals of moral culture? Support your choice with reasons.

3. What is the kind of culture that an elementary course of geography should be expected to give to pupils?

4. What are the true reasons for insisting on accuracy and rapidity in the abstract processes in arithmetic?

5. What differences of method are two teachers likely to exhibit in securing order, if one views order as an end in itself, and the other views it as a means to other ends?

U. S. HISTORY.—1. Give an account of the introduction of African slavery into the English colonies of America. To how many of the thirteen American colonies did it finally extend?

2. Give an account of Braddock's defeat.

3. State the cause of the Revolutionary War.
4. When was the "Era of Good Feeling?" Why was it so called?
5. For what was each of the following noted: Alexander Hamilton, Robert Morris, Commodore Perry, Captain Eads?
6. Give the history of the Alabama, covering its ownership, how obtained, for what used, and what became of it.
7. Name the last six States admitted into the Union, and tell within whose administration they became States? Of how many does the United States now consist? In what State can women vote and hold office the same as men?

READING.—"He that can enjoy the intimacy of the great, and on no occasion disgust them by familiarity, or disgrace himself by servility, proves that he is as perfect a gentleman by nature, as his companions are by rank."—*Colton Lacon*.

1. Who are the "great" here referred to? 10
2. From the tenor of the quotation, to what nation would you suppose the author to belong? 10
3. What does "to enjoy the intimacy of the great" mean? 10
4. How can they be disgusted by familiarity? 10
5. How can one disgrace himself by servility? 10
6. What is meant here by "servility?" 10
7. What is meant by a "gentleman by nature?" 10
8. What, by a "gentleman by rank?" 10
9. How do the qualifications mentioned prove one to be "a gentleman by nature?" 10
10. Was it harder in former times to show one's self "a gentleman by nature" than it is now? Why? 5.5

PHYSIOLOGY.—1. Describe the ear and indicate the function of each part.

2. Describe the circulatory system, and explain the function of the various parts. (*Give a full discussion (1) or (2).*)

GEOGRAPHY.—1. Draw an outline map of the United States. Draw within this map the State of Tennessee, showing its relative size and position in the United States.

2. When and to what extent should map drawing be employed? Why?
3. Name the countries which border on the Pacific Ocean.
4. What are the chief causes of ocean currents? What have the same causes to do with winds, if any?
5. How and by whom is India governed? The Guianas?
6. Bound Scotland. Name its principal cities, and tell of their industries.
7. How do the mountains of Pennsylvania compare with those of Colorado?
8. Name and locate the three most important cities in the Chinese Empire, and explain their importance.
9. Locate Little Rock, Galena, Manchester, Leeds, Glasgow, Moscow.
10. Describe the drainage systems of South America.

ENGLISH GRAMMAR.—1. Define the adverbial modifier. Is a noun ever so used? If it is, give an example.

2 and 3. Analyze:

Over the wooded northern ridge,
Between its houses brown,
To the dark tunnel of the bridge,
The stream comes straggling down.

4. Give the uses and ideas expressed by these italicized words:

- (a) The ship *freighted* with human souls sailed out of the harbor.
- (b) The ship sailed out *freighted* with human souls.

5. Give the construction of the infinitives in the following:

- (a) To go beyond the bounds of moderation is to outrage humanity.
- (b) The villain attempted to escape.
- (c) They were to be present to-day.
- (d) We desire to see you go.

6. Give the construction of the subordinate clauses in the following:

(a) Wisdom is more precious than rubies; and the things thou canst desire are not to be compared unto her.

- (b) Breathes there a man with soul so dead
Who never to himself hath said,
This is my own, my native land?

7. How do you distinguish the direct from the indirect object? Give an example of each.

8. Correct, if necessary, giving reasons:

- (a) I expected to have gone yesterday.
- (b) That custom has formerly been quite popular.

9. Write a sentence in which a participle from the verb sing has both the verb and the adjective nature. What in the sentence indicates that it has these natures?

10. Which do you regard as more valuable for a grammar class, parsing or analyzing? Why?

JULIUS CÆSAR.—1. Why is it so important, in Cassius's view, to have Brutus a member of the conspiracy.

2. In the opening scene of act II, Brutus, out in the orchard, before daylight, gives his reasons in a soliloquy for deciding to assassinate Cæsar. "It must be by his death," etc.

(a) What reasons does he give?

(b) Are the reasons given sufficient? Show why?

(c) What do you think of Brutus as a thinker, judged by this reasoning?

3. Brutus—(After reading the letters thrown in at his windows):

"O Rome! I make the promise
If the redress will follow, thou receivest
Thy full petition at the hand of Brutus."

What is Brutus's state of mind as to membership in the conspiracy as shown by this utterance?

4. What reason does Brutus give for not wishing Cicero to be one of the conspirators?

5. Whom else does Cassius wish to assassinate, and what reasons does he give?

ARITHMETIC.—1. What is the effect upon the value of a fraction of multiplying its denominator? Why is this true? How would you make it plain to a class beginning fractions?

$$2. \frac{1}{2} \text{ of } \frac{2}{3} \times \frac{3}{4} =$$

+

$$\frac{1}{2} \times \frac{7}{8}$$

Write this problem so as to indicate all the operations by the multiplication sign, not changing the size of the simple fractions except by inverting.

3. A makes a note June 5, 1875, for \$351.00 due in 2 years, interest at 6% from date. December 5, 1875, he pays \$10.00, and June 6, 1876, he pays \$20.00. What does he owe June 5, 1877?

4. A man sold a piece of land 200 feet long by 160 feet wide at \$75.00 per acre. How much did he receive?

5. Divide .005 by 50.

6. What will it cost to dig a ditch 100 yards long, 3 feet deep, 4 feet wide at bottom and 7 feet wide at top, at 8 cents per cubic yard?

7. 10% of the contents of a hogshead leaked out. After replacing 5 gallons, it was found that the barrel then contained 95% of the original amount. What was the original amount?

8. If $\frac{3}{4}$ yard of silk cost \$ $\frac{3}{4}$, what will $\frac{1}{2}$ of a yard cost? Write an analysis.

9. When would you begin, and to what extent would use the textbook with an arithmetic class?

10. What per cent. of $\frac{1}{2}$ is $\frac{1}{4}$? What per cent. of $\frac{1}{2}$ is $\frac{3}{4}$?

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. The chief purpose in teaching the English language is that the pupil may have opened to him the chief source of knowledge that he may have a means of communication with mankind in general. The chief purpose in teaching English grammar is to set forth the laws and relations governing a correct English sentence; another purpose is to impart a knowledge of the formation and classification of words. The chief purpose in teaching English composition is to give the pupil power to express himself clearly and forcibly in good English; another purpose is to give him power of embellishing and enriching his language with choice words and figures of speech, and with a forceful arrangement of words, phrases and clauses; another purpose is to give him power in properly interpreting the English language.

2. The teacher should select some of each kind for the sake of variety, which would give more interest. If the selections were wholly of a moral nature they would soon pall on the senses, and the desired effect would not be gained; if they were wholly practical, a great opportunity would be thrown away of instilling proper views of right and wrong in human action.

3. A wonderful development of the imagination, broader views of life and nature, and a richer vocabulary.

4. To beget a habit of accuracy and rapidity, not only in abstract mathematical calculations, but in various fields of thought, in general and to make the action of the mind reliable and promptly obedient.

5. The teacher who views order as end in itself is apt to use short-lived devices, wrong incentives and arbitrary rules for securing it. His management will partake of the formal and military methods, and will be accompanied by an unnaturalness and a stiffness under the repression that will prove hurtful, if not fatal, to healthful and genuine progress on the part of the pupils. The teacher who views order as a means to an end will instill into his pupils the necessity of quietness in order that effectual work may be done by them in the preparation of their lessons: he will arrange all of the surroundings and direct all of the work in ways that will be favorable to quietness and order. His chief support will be his own example; he will be quiet and orderly himself—in voice, in action and in work.

U. S. HISTORY.—1. In 1619, a Dutch ship brought the first cargo of negro slaves to the Virginia colony. In the course of time a few were to be found scattered over the northern colonies but the institution finally extended to Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia. (See text-book, paragraph 54.)

2. (See paragraph 141.)

3. The general cause of the Revolutionary War was the right of arbitrary government claimed by England and denied by the colonies. (See paragraphs 154 to 159.)

4. "The period from 1817 to 1823 is so-called. The Federal party was all but dead; the administration had done its best to conciliate the minority, and the latter was so well satisfied that the name Federal-Republican was adopted by them to show their sympathy with the party in power." (See paragraph 237.)

5. Alexander Hamilton was noted for his services to the government in a financial way while he was Secretary of the Treasury. (See pages 189, 193, 207.) Robert Morris was noted for his services to our country in a financial way during the Revolutionary War. (See page 170.) Oliver H. Perry was noted for his victory on Lake Erie, known as Perry's Victory. (See pages 214, 271.) Capt. Eads was noted for his work at the mouth of the Mississippi. (See page 341.)

6. The Alabama was built in England, ostensibly as a merchant vessel, yet many features of her structure showed that she was intended for war purposes. Although suspected by the customs-house officials, for some reason she was not seized, and Captain Semmes, who had taken command of her, duped them and got his vessel safely out of English waters. The presence of Confederate officers at the time of her completion, the unmistakable features of her structure, her hasty and uncere- monious departure, and other positive evidences showed beyond a doubt that she was a war vessel built for the Confederates. In her career she

captured sixty-four merchant vessels; but at last she was sunk in her duel with the Kearsarge. In the settlement of the "Alabama claims" she proved a rather costly affair to England. (See paragraphs 326 and 347.)

7. North Dakota, South Dakota, Montana, Wyoming, Idaho and Washington, admitted during Harrison's administration. There are now forty-four states. In Wyoming and Colorado women are allowed full rights of suffrage.

READING.—1. Those who by their nobleness of character and superior ability have won the love and admiration of their fellow-beings.

2. The quotation is very much like many of Channing's, and of two or three other American writers; it is also quite similar to types of expression that are found in the writings of Burke and Macaulay. Judging from "The tenor of the quotation" one would err should he imagine that he could perceive distinct characteristic of style, etc., of a certain nationality. The day is about past when much of that can be done, if pure and strong English is used.

2. It means to possess their confidence and regard to the extent that they will treat us as their friends and companions.

4. By forcing our presence on them too frequently, by certain actions and by the nature and extent of our conversation with them.

5. In showing our regard, we can so overdo our expressions of admiration, both by word and action, that we can lower ourselves below the natural instinctive standard of dignity as human beings.

6. A fawning, slavish kind of action toward those who are beyond us in certain possessions, as though all men were not created free and equal.

7. One who, though his acquired culture and worldly possessions are limited, yet whose natural promptings always lead him the doing of that which is polite and gentlemanly; and who possesses gentleness of action and disposition, kindness of heart, instinctive modesty and a due regard for personal cleanliness.

8. One whose acquired culture or worldly possessions, or both, are extensive and through the influence of which he moves among those whom the world by common consent ranks as belonging to the higher grades of society.

9. Because such qualities are usually regarded as those of a natural gentleman, since they are admired and enjoyed by all, and possess a magnetic influence that all feel in their presence.

10. Yes, because class distinctions were much more closely drawn then than now. The idea that all men were created free and equal had not taken possession of the human heart. Man in general had not realized his inalienable rights, nor the splendor and the magnitude of his powers. But a turning point arrived; freedom from base and unjust enthrallment became the realization hoped for, and toward which man directed his highest energies; and, in our era, one of nature's noblemen is deemed greater than a crowned king.

GEOGRAPHY.—2. In all the grades where geography is taught,

because in no other way can some important general ideas of location and distance be acquired so well.

4. The rotation of the earth on its axis, and the inequalities of temperature between the equatorial and the polar regions, are the chief causes of currents, both of the ocean and of the air. "The subject of ocean currents is so intimately related to that of the great currents of the air, that any discussion of the principles involved in one must apply at least partially to the other also," (Appleton's Phys. Geog.)

5. India is governed by the English Government. Queen Victoria is styled "Empress of India." In regard to Guiana, Great Britain, Holland and France each govern a part. (See Complete Geog.)

6. The principal cities are Glasgow and Edinburgh. The chief industries of Glasgow are ship-building, the manufacture of cotton and woolen goods, sugar-refining and iron manufactures. The chief industries of Edinburgh are the manufacture of cotton and woolen goods, book-making and glass manufactures. There are also many breweries of ale.

7. The mountains of Colorado differ from those of Pennsylvania in the irregularity of their arrangement and formation, and in the amount of high table-land; the mountains of Pennsylvania range somewhat regularly in parallel ridges, thereby forming many beautiful valleys.

8. Peking, the capital of the Empire, is noted for its surrounding walls, magnificent gates, and heathen temples. Shanghai, the chief port, has three-fourths of the foreign commerce. Canton comes second in amount of foreign trade. Nanking is the chief seat of learning.

10. The drainage of South America is effected through the agency of three vast river systems, well known to all.

ENGLISH GRAMMAR. -1. According to the views of some authors the "adverbial object" is regarded as an example of a noun used as an adverbial modifier; as, The horse ran a *mile*—The boy went *home*.

2. This is a simple sentence of which "street comes" is the unqualified assertion; "straggling" is a present participle used as a predicate adjective, and is modified by the adverb "down." The 1st, 2nd and 3rd lines are each a prepositional phrase modifying "homes."

4. In both (a), and (b), "freighted" is used as an adjective; in (a), the idea is assumed; in (b), it is asserted.

5. In (a), "to go" is used substantively as the subject of "is;" and "to outrage" is used substantively as a predicate nominative after "is." In (b), "to escape" is used as the direct object of "attempted." In (c), "to be" is used as a predicate adjective. In (d), "to see" is used as the direct object of "desire;" and "(to) go," is used both as an adjective modifying "you," and as a substantive, the attributive object of "see."

6. In (a), "(that) thou canst desire" is a relative clause, modifying the antecedent "things." In (b), "who never to himself hath said" is a relative clause modifying "man;" and, "This is my own, my native land" is used substantively as the direct object of "said."

7. The *indirect* object is generally the object of *to* or *for* understood;

as, "I told him a story," that is *to* him; and I played the boy a tune," that is *for* the boy. The *direct* object is that substantive on which the action expressed by the verb terminates; as "story" and "tune" in the two foregoing examples.

8. Corrected, (a) becomes, I expected to go yesterday. When the infinitive refers to a time coincident with, or after, that of the principal verb, the simple present form should be used. In (b) the adverb, "formerly" is not entirely consistent in *time* with the verb "has been." Say, *usually*, or else omit the adverb.

9. The class, having sung the chorus, left the room; "having sung," in its adjective use, modifies "class;" and, in its verbal use, governs "chorus."

10. Analyzing is more valuable than parsing because the ideas to be worked out in analyzing a sentence are more valuable than those gained in parsing the individual words. The elements handled in analysis are large enough to express thought relations.

ARITHMETIC.—1. Multiplying the denominator lessens the value of the fraction. This is true because the size of the parts is lessened. It can be made plain to a class by illustrating it objectively with an apple or an orange.

2. (Through some fault of the press-work, it is not clear what is meant by parts of this problem.)

3. Ans. \$362.58. The first payment is not sufficient to pay the interest accrued. Int. to the second payment (1 yr. 1d.) is \$21.1185. Adding this and subtracting \$30 (20+10), we have \$342.1185. The next *time* is 1 yr. less 1 day; the interest is \$20.47; adding, we get \$362.58+. 4. Ans. \$55.09+. 5. Ans. .0001. 6. Ans. \$14 $\frac{3}{4}$. 7. Ans. 100 gallons.

8. If $\frac{1}{4}$ of a yd. cost \$ $\frac{1}{4}$,

$\frac{1}{2}$ " " $\frac{1}{2}$ of \$ $\frac{1}{4}$, or \$ $\frac{1}{2}$,
and $\frac{3}{4}$ " " 8 times \$ $\frac{1}{4}$ =\$ $\frac{3}{4}$;

then $\frac{1}{4}$ " " $\frac{1}{4}$ of \$ $\frac{1}{4}$ =\$ $\frac{1}{16}$,

and $\frac{1}{4}$ " " 5 times \$ $\frac{1}{4}$ =\$ $\frac{5}{4}$ =\$ $\frac{1}{4}$.

9. Begin the use of the book in the Third Reader, and let its use be uninterrupted, except for supplementary lessons in practical problems, oral and written, in which the text-book is apt to be deficient.

10. Ans. 40 per cent.; 250 per cent.

ANSWERS TO LITERATURE QUESTIONS.

1. Cassius desires to have Brutus a member of the conspiracy to give dignity and a tone of moral elevation to it. Cassius knew that Brutus, and he alone, could bring to the conspiracy the elements that would do much to justify it in the sight of men; for, notwithstanding the irony of Antony, Brutus was an honorable man, and was so accounted by all who knew him. The standing of Brutus is well expressed by the exclamation of Cinna:

*"O Cassius, if you could but win
The noble Brutus to our party."*

Also, Casca very aptly expresses what Cassius knows, but knows better than to tell:

*"O, he sits high in all the people's hearts,
And that which would appear offence in us,
His countenance, like richest alchemy,
Will change to virtue and to worthiness."*

2. (a) Brutus decides that the general good demands Cæsar's death, not because of any wrong he has known Cæsar to commit, but because Cæsar when crowned *might* change his nature for the worse. Brutus soliloquizes:

*"For my part,
I know of no personal cause to spurn at him,
But for the general. He would be crowned:
How that might change his nature;
There's the question."*

* * * * *

*"And since the quarrel
Will bear no color for the thing he is,
Fashion it thus: that what he is, augmented,
Would run to these and these extremities;
And therefore think him as a serpent's egg,
Which hatched, would, as his kind, grow mischievous
And kill him in the shell."*

(b) Yes, these reasons are quite sufficient—for Brutus. He accepts them and acts upon them. But such a straining of philosophy to make a case against men would have condemned even the noble Brutus himself. The best men of every age would fall by it; indeed, it would let no mortal escape.

(c) In this soliloquy Brutus shows himself to be mentally one-eyed. He is so dominated by his one idea of public justice, that he is blind to all other thoughts and with this pitiful show of reason decides upon the grossest personal injustice.

3. He here pledges himself to strike a blow for Roman liberty, that is, to strike down Cæsar. His mind here takes the final step; he is now in spirit thoroughly a member of the conspiracy.

4. Brutus states very clearly his reason for not wishing to invite Cicero into the conspiracy:

*"O, name him not! Let us not break with him;
For he will never follow anything
That other men begin."*

5. Cassius desires that Mark Antony shall also be killed.

Cassius.—

*I think it is not meet,
Mark Antony, so well-beloved of Cæsar,
Should outlive Cæsar; we shall find in him
A shrewd contriver; and, you know, his means,
If he improve them, may well stretch so far
As to annoy us all: which to prevent,
Let Antony and Cæsar fall together.*

PROBLEMS

(Send all problems and solutions to W. F. L. Sanders, Connersville, Ind. *Be prompt.*)

37. Three poles, 28, 30 and 32 ft. long are stood on the corners of a triangle, each side of which is 24 ft., and the upper ends are brought together. How high above the ground do they meet? (C. A. Maxwell, Worthington, Ind.)

38. A crew can row a certain distance up stream in 84 minutes, and if there were no current they could row it in 7 minutes less than it takes them to *drift* down the stream. How long would it take them to *row* down the current?

39. The bisectors of the two base angles of a triangle, produced to the opposite sides, are equal. Prove that the triangle is isosceles by a *direct* geometrical demonstration.

40. Required, the length of a direct line cutting off a segment of 20 acres from a circular farm containing 125 acres. (From IND. SCHOOL JOURNAL, July, 1857.)

41. A board is 9 inches by 16 inches. Cut it into two pieces only, so that when properly placed together, they will form a square 12 in. by 12 in.

42. A man has \$5000 stock in the 3 per cents., which he invests in the $3\frac{1}{2}$ per cents, at $87\frac{1}{2}$, thus increasing his income by \$5; what is the price of the 3 per cents.?

43. From half the sum of the three sides of a triangle subtract each side severally, multiply together the half sum and the three remainders, extract the square root of the product, and the result is the area of the triangle. Required, a geometrical demonstration. (P. B. Hays, Brandenburg, Ky.)

44. B owes C \$1324; C offers to allow 4% for ready money. If B pays \$960 immediately, how much does he still owe? (By request.)

A request comes from Attica, to solve the 6th, page 251, in the Indiana Complete Arithmetic. The writer sends his solution which is not quite correct. He uses *days of grace* for the third item on the credit side; this should not be done. Let him make this correction and he will get the exact answer.

MISCELLANY.

WANTED—A few more copies of the March, June, September and October JOURNALS for 1894. These are wanted by persons who desire to complete their files. Any one sending us these copies, or any one of them, in good condition, will have the time of his subscription extended one month for each copy. Send promptly if at all.

THE Normal University at Lebanon, O., opened its fortieth year with a large attendance from over twenty states of the Union. It enjoys a phenomenal prosperity in spite of the hard times.

TOWN AND CITY SCHOOL SUPERINTENDENTS' MEETING.

The fifth annual session of the town and city school superintendents of Indiana was the largest and most interesting session in the history of that body. The meeting was held in the Century Club Rooms at the Denison Hotel, Indianapolis, November 8th, 9th and 10th.

A very extensive list of topics had previously been suggested by various superintendents, out of which those which seemed of greatest importance were selected and considered by the association. The report of the committee which had been chosen at the previous annual meeting revealed some interesting facts, but as these reports are to have fuller mention in future numbers of the JOURNAL, they will not be commented on here. Supt. Ogg read that part of the report concerning "Systems of Promotion," Superintendent Ayres that part concerning "School Examinations," and Superintendent Carr that part concerning "Hindrances to the Highest Efficiency of town and city schools."

The "Report of the Committee of Ten" was discussed, as it has been at almost every educational meeting since its issue, and Superintendent Hamilton of Huntington led in the discussion of the high school course suggested by this report. It was held that the committee pre-supposed too much and called for too much work. It seemed to be the sense of the association that the colleges ought to cease dictating the high school requirements and take the high school graduates where our high schools leave them. The opinion was further expressed that the work of the public schools, including the work of the high schools, should be planned without any reference to college entrance. The prevailing sentiment seemed to be that the report should be carefully studied for the sake of its valuable suggestions.

"How far should correlation of studies be carried in the public schools" and "Effective means of securing the correlation of each day's routine" were topics of very great interest. Superintendent Burris who has prepared an elaborate scheme for the correlation of the work of the public schools led the discussion. He distributed blank pages from books which are placed in the hands of teachers for the purpose of securing the correlation of each day's routine. The subjects are so arranged that content appears as content, and form as form. A sharp line of distinction is drawn between *acquisition* and *expression*.

The day's *acquisition* having been determined, the work of *expression* is to consist in expressing the acquired ideas in as many ways as possible and as well as possible, following this work of expression by the necessary drill for complete mastery. The work of acquisition consists of the historical and natural science studies; the work of expression of the formal studies. It is intended that there shall be numerous, intentional points of contact between all the studies of the course, the work being so related in its parts that the whole shall be organic.

Following this discussion Superintendent Ayres offered the following resolution:

Resolved, That a committee of five be appointed to prepare a report in reference to a course of study for the public schools, said report to indicate the principles which should underly such a course of study and to contain an outline of the work of the public schools as determined by said principles. This report to be printed and sent to the members of the association before the next meeting and the discussion of the report to be had at that time.

The following superintendents were appointed on the committee: R. A. Ogg, Greencastle; W. R. Snyder, Muncie; W. H. Sims, Goshen; W. C. Belman, Hammond; W. P. Burris, Bluffton.

The subject of "School Legislation" was discussed with more caution than usual. The association expressed itself in favor of free text-books and greater state aid to our state educational institutions. The other subjects discussed by the association were "How can the superintendent make his visits most beneficial to teachers and pupils" and "Departmental teaching in the grades," and "Unification of the old and new education."

David K. Goss, Justin N. Study and R. I. Hamilton were appointed on the legislative committee.

The officers for the following year are as follows; Edward Ayres, Pres., W. H. Hershman, Vice Pres., W. P. Burris, Sec., H. G. Woody, Treas.

Executive Committee: B. F. Moore, R. I. Hamilton, J. F. Knight, D. K. Goss, W. C. Belman, J. N. Study, W. A. Hester.

There were sixty four superintendents enrolled and many others present who did not enroll. President Parsons of the State Normal, Dr. George P. Brown of the *Public School Journal* and the *JOURNAL* were present and took part in the discussions.

TO THOSE INTERESTED IN THE TEACHING OF ENGLISH.

During the last session of the summer school of Indiana University a number of teachers of English met together and agreed that it would be for the best interest of English work in the state if a state association of English teachers could be formed. A committee was appointed to bring the matter to the attention of teachers and superintendents, and to make arrangements for a meeting at which might be discussed the advisability of a permanent organization.

The objects of the proposed association are to secure to co-workers in the field of English the advantages that come from united effort, to bring schools and colleges into closer relationship, and to promote the general study of English language and literature.

The committee cordially invites to the meetings of the proposed association any one who is interested in the questions that will be discussed.

COMMITTEE:—Martin W. Sampson, Indiana University, chairman; Emma Mont MacRea, Purdue University; Charles M. Curry, State Normal school; W. H. Elson, Indianapolis; W. H. Glasscock, Greenfield

E. B. Bryan, Indianapolis; T. F. Fitzgibbon, Elwood; W. L. McMillea, Indianapolis.

PROGRAM.

(Wednesday Dec. 26, at 2:00 p. m., Club Room of Denison House.)

FIRST SESSION.—Organization. Address, "The English Question."—Prof. M. W. Sampson, Indiana University.

(Thursday, Dec. 27, at 1:30 p. m., in ———.)

SECOND SESSION.—How Shall a High School Teacher Prepare Himself to Teach Shakespeare—Prof. Emma Mont MacRea, Purdue University. Discussion by Miss Willa Hays, Attica.

The High School Curriculum in English.—Mr. W. L. McMillen, Indianapolis High Schools. Discussion by Mr. Edward A. Reamy, Columbus, Mr. Guido H. Stempel, Indiana University.

Literature in the grades.—Supt. W. P. Burris, Bluffton. Discussion by Prof. Charles M. Curry, State Normal School, Miss Clara Van Nuys, Elkhart.

PROGRAM FOR MATHEMATICAL SECTION.

(Lecture Room, Plymouth Church, Thursday, Dec. 27, 2:00 p. m.)

1. "The Awakening of Mathematical Consciousness."—Mrs. Adelia R. Hornbrook, Evansville High School.

2. "Arithmetic by Apperception."—(1.) The Fundamental and their Relations.—Prof. W. B. Morgan, Earlham College. (2.) Decimals.—Supt. George W. Ellis, Elkhart Co. (3.) Common Fractions.—Supt. J. F. Haines, Noblesville Schools. (4.) Percentage.—O. L. Kelso, State Normal.

R. J. ALEY, President;

AMELIA W. PLATTER, Secretary;

ROBERT SPEAR, Chr. Ex Com.

CURIOSITIES.

The *Curiosities of Literature* were not exhausted by Disraeli. They are found on every hand. An intelligent Yankee in one of the government departments recently gave me the following which may serve the purpose of arousing the energies of some of Indiana's younger curiosity mongers. If so I shall be pleased to know the result.

A word there is of plural number
A foe to peace and human slumber,
Now any word you chance to take
By adding *S* you plural make;
But if you add an *S* to this,
How strange the metamorphosis!
Plural is plural then no more,
And sweet what bitter was before.

Some difficulty exists in the public mind as to the proper pronunciation of the word *Arkansas*. If any one should fail to remember that the state legislature some years ago decided to call it *Arkansaw*, he

will be aided in the matter if he recalls the following stanza written by a lady for a prize of \$50, offered to any one who would furnish a production containing one or two rhymes with the disputed word.

The typical girl of Arkansas
Can chaw more tobacco than her pa-can-chaw;
She can sling a little ink, and take a little drink,
And saw more wood than her ma-can-saw.

Washington, D. C.

J. FRAISE RICHARD.

ACTIONS OF THE BOARD OF TRUSTEES OF INDIANA UNIVERSITY AT THEIR NOVEMBER MEETING.

It was decided by the Board of Trustees that Indiana University has no tuition fees in the sense of the law, and that the scholarships issued by the counties do not give any special privileges to the students holding them. All the fees are contingent fees. The election by the Executive Committee of Mr. Charles H. Rhetts associate Professor of law and Dr. Frank Fetter in Political Economy, was endorsed by the Board. Professor Horace A. Hoffman was elected dean of the arts department. Mr. John Newsom was elected Instructor in Geology. He will not begin work until next year. Mr. Newsom is a graduate of the class of 1891 of Indiana University. He took his A. M. degree from Stanford University in 1892. Dr. H. W. Johnston of Illinois College, was elected to the chair of Latin for the year 1895-1896. Professor Johnston, in 1891 published a book entitled Cicero's Orations and Letters. In 1894 he revised the Cæsar of Lowe and Ewing, and a work upon Sallust is now in print. Illinois College has offered him an increase of \$500 and would create the position of vice-president if he would remain, but he prefers to accept the offer to come to Indiana University. He will begin work here next September.

The day is bright, and cool, and cheery,
And yet I've talked my audience weary;
The echoes resound like an empty hall,
While the ideas rattle from the plastered wall,
And my heart grows sad and weary.

Be still, tired tongue, at this sad warning,
And give 'em a rest until nine in the morning;
Thy fate is the common fate of all,
You cannot knock the persimmon at all
With an audience sad and weary.

—An Institute Worker.

DR. R. HEBER HOLBROOK, vice-president of the Normal University of Lebanon, O., is preparing a work on "The First Principles of the Science of Education." It is the outgrowth of his lectures at teachers' institutes throughout the United States during the last twenty years.

JASPER has an enrollment of 250 pupils with seven teachers. Two years of a high school course are represented. The outlook is very encouraging. J. B. Vernon is superintendent.

ROCKVILLE.—The annual report of the Rockville schools gives evidence of thoughtfulness in preparation as well as in the plan of work as laid out by J. N. Spangler, superintendent.

"PHILOSOPHY OF TEACHING," by Arnold Tompkins, which is one of the Reading Circle books for current year in Indiana, has also been adopted as one of the books in the Reading Circles of *three* of the counties in Pennsylvania. It has proved a great success.

DUBOIS COUNTY.—The Institute outlines, with supplement for Dubois County, show the handiwork of Superintendent George R. Wilson. But few counties are so well organized as this seems to be. The planning and outlining of the work, and the suggestions as to what to do and how to do it are all excellent.

EVANSVILLE.—All reports from this city are favorable. The new superintendent, promoted from the ranks, knew his work at the start and is making friends on all hands. While attempting no startling innovations he is bringing up the general standard and meets with the co-operation of both teachers and school officers.

THE TRI-STATE NORMAL at Angola is going to the front. A recent visit found a large chapel *full* of fine looking young men and women who acted as though they fully comprehended the purpose of such a school. Everybody who knows the school speaks well of it and commends its work. L. M. Sniff is still at its head.

SCHOOL EXCURSION.—The Harrodsburg schools made an excursion to Bloomington for a visit to the State University, Oct. 27. Eighty-one persons, some of them citizens, took the trip. The exploration of the University building, a visit to the county jail, and a visit to the Methodist church with its pipe organ, filled a day full of pleasure and profit. It was a new experience to many.

THE SOUTHERN EDUCATIONAL ASSOCIATION will meet at Galveston, Texas, Dec. 26, 27, 28. Former meetings have been held in midsummer, and it is proposed to try a midwinter meeting. Extensive arrangements have been made to make the meeting attractive and profitable in every particular, and very low rates have been secured on the railroads. For full particulars write to State Superintendent, J. M. Carlisle, at Austin, Texas.

THE STATE UNIVERSITY.—Work on the new building for the State University is being pushed rapidly. It is to be completed by the first of January. It is named in honor of Dr. Daniel Kirkwood, probably the most widely known of our State University men. It is a handsome building of Indiana limestone. It will double the recitation room capacity and is to be occupied by the departments of modern and ancient languages, philosophy, physics and law. The president's office will be in this building.

PURDUE UNIVERSITY, in offering "Special Elective, Short Winter Courses in the School of Agriculture," is doing a splendid thing for enterprising farmers. Every farmer who desires to know the best way of doing things should either go or "send a hand." Farmers are beginning to learn the advantage and necessity of scientific farming and those who do not wish to be crowded to the wall, are using the necessary means to enable them to obtain the best possible returns for their labor. This special term will begin January 7. For full information send to President James H. Smart, LaFayette.

STUBBEN COUNTY held its institute the second week in November, its usual time. This is one of the counties that always has a "big time" during institute week. It always employs first-class instructors and it always provides for a lecture or entertainment of some kind during the five nights of the week. Two of these are usually pay lectures and they are well attended. This year was not an exception to the general rule. Sarah E. Tarney-Campbell and George F. Bass were the principal instructors and did superior work. R. V. Carlin has been superintendent for many years and knows how to run an institute.

E. L. HENDRICKS, county superintendent of Johnson county, set apart Oct. 31 as a day for planting trees. He sent out items for a proper observance of the day and many teachers planted trees for beautifying school grounds. Miss Elinor Wells, of Indianapolis, has been engaged by Supt. Hendricks to meet all the teachers in county institutes during the winter and hold "Round Table" talks on primary work. A music teacher has also been employed to meet the teachers at county institutes and so instruction in music is carried into the separate schools. In all respects the schools of Johnson county are on a good, sound basis.

JEFFERSONVILLE is moving right along by means of the best methods. Superintendent Stultz, some time ago, thought he would ask his Board for all that the schools then needed, with his mind made up not to complain if he only got half of what he asked for. The order was as follows: \$30 for arithmetic apparatus; \$25 for kindergarten supplies; \$125 for maps and charts; \$100 for literature for eighth grade; \$30 for dictionaries. The Board, after being satisfied that everything asked for was needed and would be *used*, ordered the whole bill. Such a school board deserves special mention. Undoubtedly more boards would be ready to make needed expenditures if superintendents would make clear the necessity for the things asked.

PERSONAL.

EDNA HAYS is high school principal at Covington.

W. F. MULLINIX is principal of the Attica high school.

JAMES E. FERRIS is principal of the Pennville schools.

S. G. HOFF is swinging the birch at Mongo for the third year.

W. H. FERTICH is still directing the school affairs at Covington.

LUELLA A. MELHINCH is principal of the Columbia City high school.

A. T. REID is general assistant instructor in the State Normal faculty.

N. G. WORK, a state normalite of the class of '93 is superintendent of the schools at Kansas, Ill.

E. S. CLARK, formerly of this state, is still superintendent of the schools at Henderson, Kentucky.

PRES. PARSONS of the state normal school, is so far recovered from his late illness that he is doing his full work.

J. FRAISE RICHARD, formerly of Indiana, is principal of "The Modern Normal College in Washington, D. C.

J. T. DOBELL, formerly in Evansville high school, has been principal of the high school of Atchison, Kansas, ever since he left Indiana.

GEO. P. BROWN, editor of the *Public School Journal*, recently made the JOURNAL office a friendly visit. He is looking well and is again able for his editorial duties. He is always a welcome visitor in Indiana.

T. J. SANDERS, formerly superintendent at Butler, and later at Warsaw, but for the last two years President of Otterbein University at Westerville, O., gave a lecture at the DeKalb County Association, held at Butler, Nov. 30 and Dec. 1.

WE LEARN with deep regret of the death of Mrs. F. D. Churchill, at Oakland City. Although in delicate health for many years, the end came as a shock to her husband and many friends. We extend a hand and let the pressure tell the sympathy our lips fail to speak.

CAPT. HENRY A. FORD, formerly editor of the *Northern Indiana Teacher*, and well known to many of the teachers of this state as an institute worker, died recently at his home, Detroit Mich., of heart failure. During the last year he was engaged in working upon a history of Ohio and Michigan.

J. HANFORD SKINNER, whose article on "Useful Rhymes" appeared in the November JOURNAL, died at his home in Valparaiso, September 25. The article referred to was the last he ever wrote. Hanford, was a brother to Hubert M. Skinner, so well known to the teachers of this state, and was greatly esteemed by all who knew him.

HIRAM HADLEY formerly a leading teacher of this state, but for several years past president of the Agricultural College located at Las Cruces, New Mexico, is now in charge of the University located at Albuquerque, N. M. Mr. Hadley has a large circle of friends in Indiana, who remember him kindly and wish him success in whatever he may undertake.

W. S. ELLIS, formerly superintendent of Madison Co., but for the past two years deputy in the office of secretary of state, by the whirligig of politics, will be out of work after the first of the new year. Mr. Ellis was one of Indiana's growing school men, and is too good a man to be long out of a job. It is to be hoped he will return to his first line of work and soon find a good place.

THE death of ex-President James McCosh, LL. D., at Princeton, on Nov. 16 is a great loss to the educational world. A Scotchman by birth, he was thoroughly American in both thought and sympathy. He takes high rank as one of America's educators and as college president is second to none. For twenty years he was Princeton's president and only stepped out when his age called for freedom from care. He died at the advanced age of 83.

W. E. HENRY, formerly of the State University, has received a second complimentary recognition of his work in English literature by Chicago University. He has recently been put on the staff of University Extension lecturers, and is giving lectures in the city of Chicago.

ANDREW L. DRAPER, LL. D., at one time State Superintendent of New York, and later superintendent of the schools of Cleveland, Ohio, was inaugurated President of Illinois State University, Nov. 15. The marked success which has followed President Draper in each of his former positions must surely wait upon him in his new position. We prophesy a bright future for this already popular institution.

D. M. GEETING, who has been elected Superintendent of Public Instruction, is so well known to the teachers of Indiana that it is scarcely necessary to make a statement of what he has done in the educational field. He was born in Ohio, July 5, 1850. He spent his time on a farm till 1868, when his father moved to Daviess County, this State. Having had good school privileges in Ohio, it was no trouble for him to get a license to teach when he came to Indiana. After teaching for some time he spent a year in the Washington High School, when the late Mrs. Moffett was principal. Mr. Geeting pays a high compliment to Mrs. Moffett in saying that her work and her influence have been an inspiration to him ever since. In 1875 he finished the course at Farmer's College. He deeply regrets to this day that circumstances have been such that he could not complete a course in a first-class college. Mr. Geeting has had a varied experience that will be of value to him in his new work. From the district schools he entered the graded schools in Washington. In 1879 he was elected county superintendent, which office he held for four years. In 1883 he went to New Albany as principal of a ward school. In 1887 he became chief clerk in the office of State Superintendent La Follette, where he served four years. He then taught for a time in the Indianapolis high school, and is now serving his second year as superintendent of the Madison schools. Mr. Geeting has filled acceptably every position he has ever filled, and everybody who knows him is his friend. Having spent four years in the State Superintendent's office his new position will not bring unfamiliar duties. Judging the future by the past he will fill the new position with credit to himself and the State and add new laurels to his already honorable record. He will not take his office till March 15, 1895.

READ THIS.

Few persons realize how much they spend each week for things they do not need, until they have kept an account of all their disbursements to a cent. It is wonderful how many persons there are who spend from five to twenty cents a day, which does not better their condition.

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THE DAWN is the name of a paper published by the second year pupils in the Indianapolis high school. Vol. VIII, No. 2, is devoted to William Cullen Bryant and was issued on the centennial celebration of the poet's birthday. It contains a portrait of Bryant, with a sketch by his brother, John Howard Bryant who is still living. His daughter, Miss Julia Bryant, gave valuable assistance in the collection of facts, and has sent to the pupils interested in getting out the paper several works of her father. Miss Charity Dye, under whose oversight the paper is issued, is doing grand work with her pupils in English literature.

We would advise our readers to send a postal card to E. L. Kellogg & Co., of New York, for their catalogue of Teachers' Helps. It describes scores of books that will aid you in your work, save you time and labor and enable you to have a good school. To anyone answering this advertisement and sending ten cents, a copy of McMurry's "How to Conduct a Recitation" will be sent with the catalogue.

BUSINESS NOTICES.

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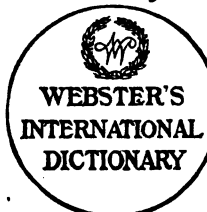
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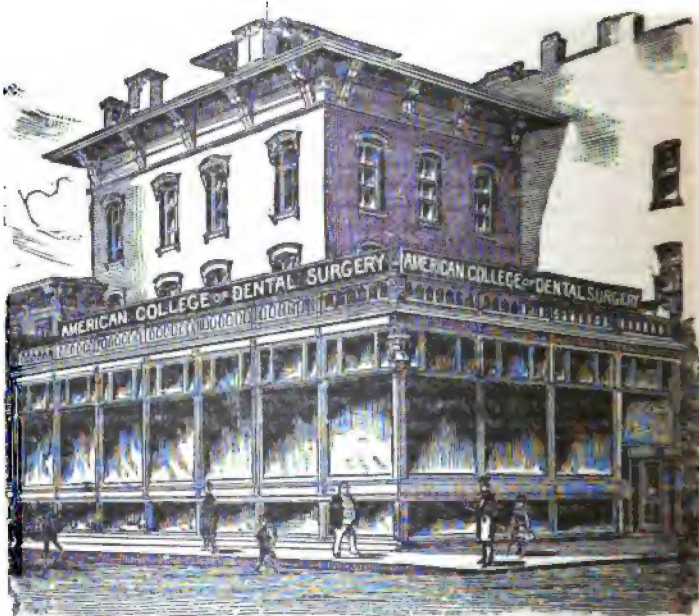
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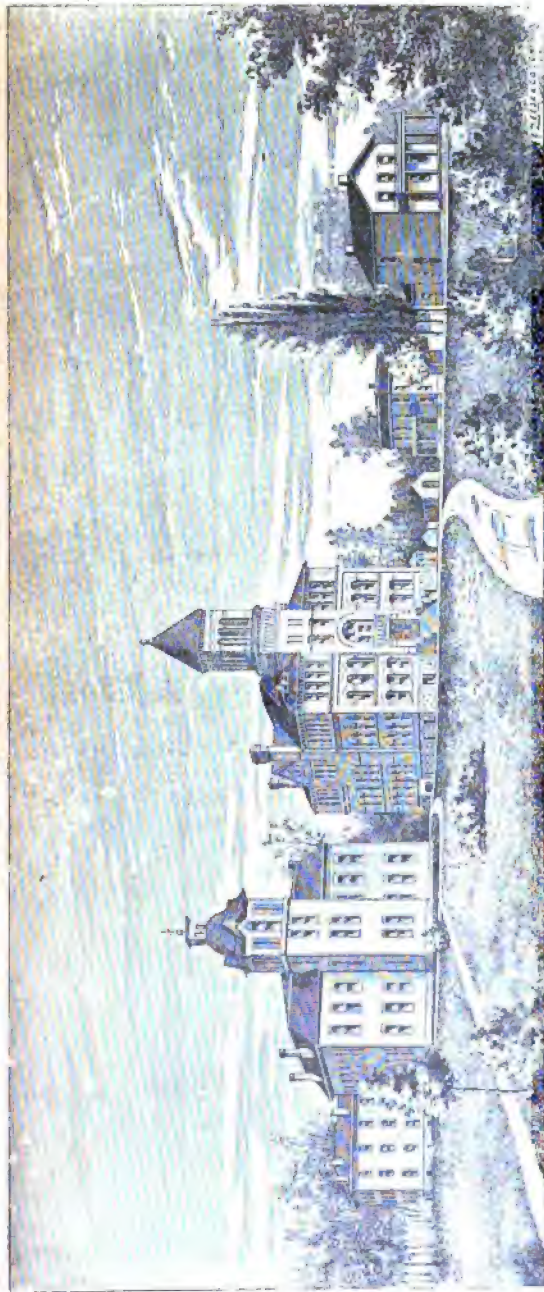
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The Indiana School Book Company

contracts with the State to furnish them at the prices named. The adopted books must be uniformly used in all of the common schools of Indiana, as will be seen by reading Section II of the Supplemental School Book Law, approved March 5th, 1891, which is as follows:

SEC. II. *The books which have been, or may hereafter be adopted by the State of Indiana for use in the common schools by virtue of this act, or the act mentioned in section one hereof, shall be uniformly used in all the common schools of the State, in teaching the branches of learning treated of in such books, and it shall be the duty of the proper school officers and authorities to use in such schools such books for teaching the subjects treated in them.*

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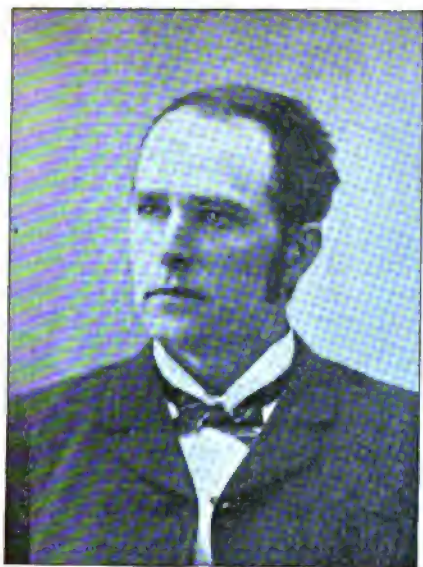
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SUMMER TERM OPENS MAY 22, 1894.

See Buildings and Grounds on Next Page.

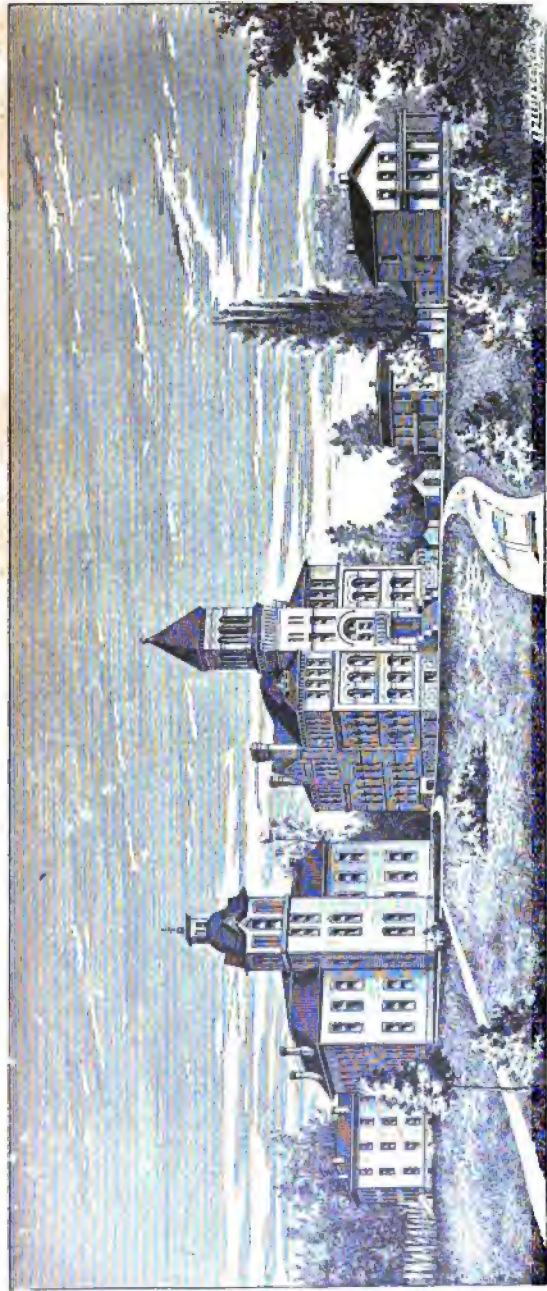
Does it pay to go to this kind of a school? One year ago a bright young man who had been here about 6 months coveted a position as teacher in a certain village at \$500 a year. We failed to get him the place. He said: "Well, if I can't get that place, I'll be with you in school next year." As president of the school, I answered him that if he had decided to go to school a year, that it was a

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questions.

Pres. Angola, Indiana



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Elementary Geography	: 30c
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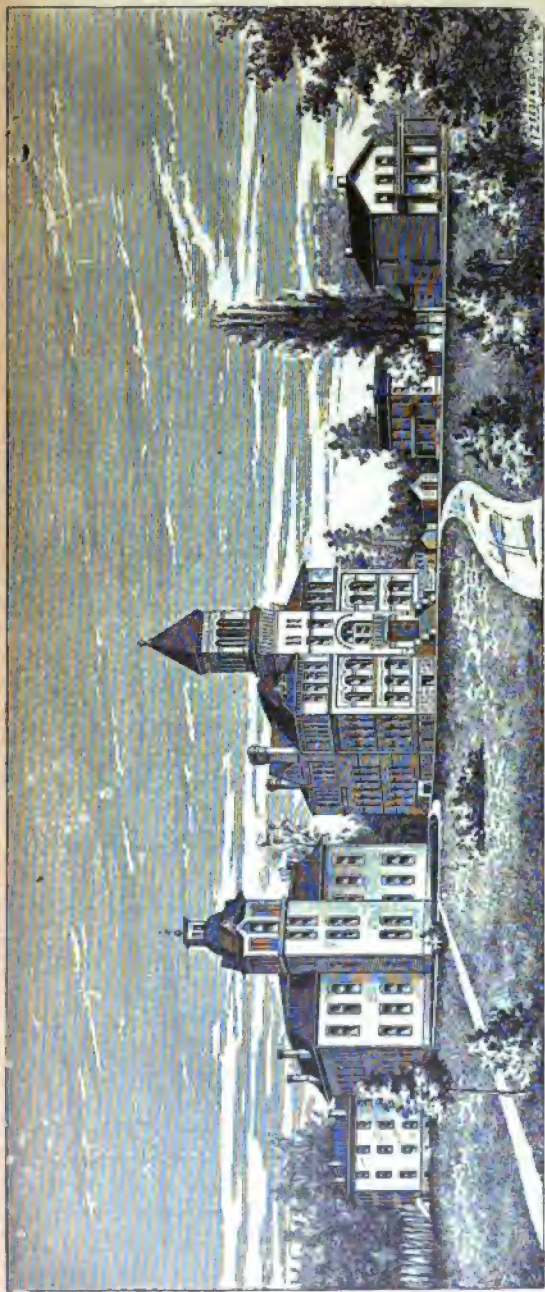
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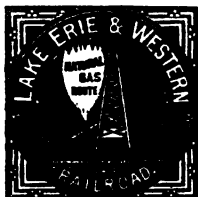
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1. The author assumes to regard the Sentence and not the Word as the ultimate principle upon which English Grammar is founded.

2. As a logical result of this assumption he divides his subject into two instead of four divisions, namely, Syntax and Grammatical Etymology, properly referring Orthography and Prosody to their more natural classifications, the former to the Dictionary and to Philology, the latter to Composition, making the former a co-ordinate class with, instead of a subordinate division under, Grammar.

3. The classification of the Noun into abstract and concrete. If he had stopped at that, it is admirable in our opinion.

4. The classification of the Verb is certainly somewhat original.

5. The discussion of Gender is excellent indeed.

6. The Pluralization of Titles seems to us simple, concise, logical, and correct.

7. The Possessive Pronoun meets with no consideration as such, being referred to the Personal Pronoun in the possessive case.

8. The discussion of the Infinitive and Participle on pages 55 and 56, 58 and 59, and again more fully on pages 150 to 155, is clear, scholarly, philosophical.

9. The uses of “shall” and “will,” and “should” and “would” are very clearly set forth in two brief rules of three lines each on page 99.

10. The dubious “if,” with its still more dubious clause as to its indicative or subjunctive properties, is very briefly but very suggestively handled on page 105. The only objection we could offer is the brevity of the discussion and the fewness of the illustrations or examples. In the two given, “If he is honest he will pay you,” and, “If he is honest he is liable to be mistaken,” the latter is misleading unless the pupil grasp the idea of the necessary emphasis to be placed upon the first “is” in the sentence to bring out clearly the difference between the “if” clauses in the two sentences.

11. The discussion of the adverb is very good, but the treatment of the “Conjunctive Adverb” is decidedly at variance with our own humble views, and we think the author’s position not wholly tenable when judged from his own statements as to the Conjunctive’s equivalent. The Adverb of Doubt fills a new classification well.

12. The “Discussion of Difficulties,” pages 189 to 199, is itself worth as many dollars to the pupil as it covers pages—10. On the whole the work shows a familiarity with the English language which does credit to this gifted author, and we bespeak for it a wide adoption and a splendid mission among our schools. It is not simply a compilation of matter gleaned from other grammars, but the result of a re-casting of all in an original mould, embellished and enlivened by the spirit of an enthusiastic and successful teacher.

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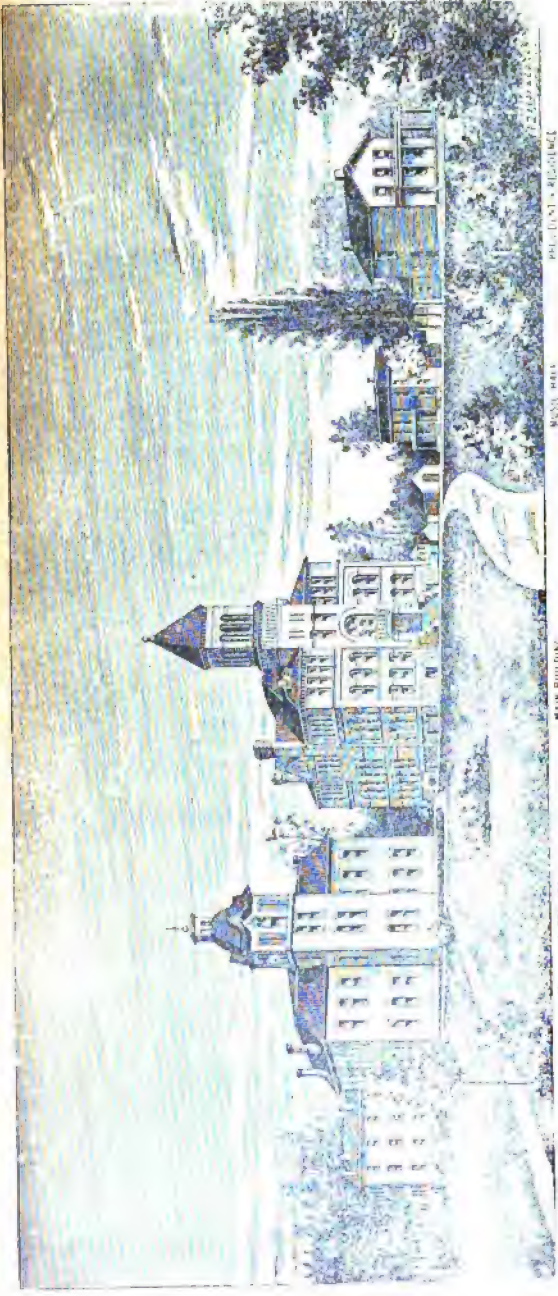
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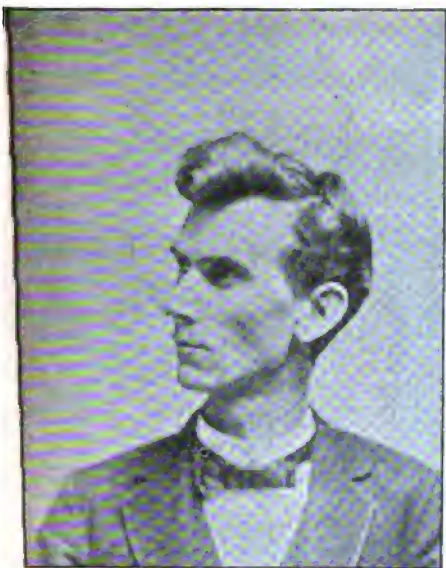
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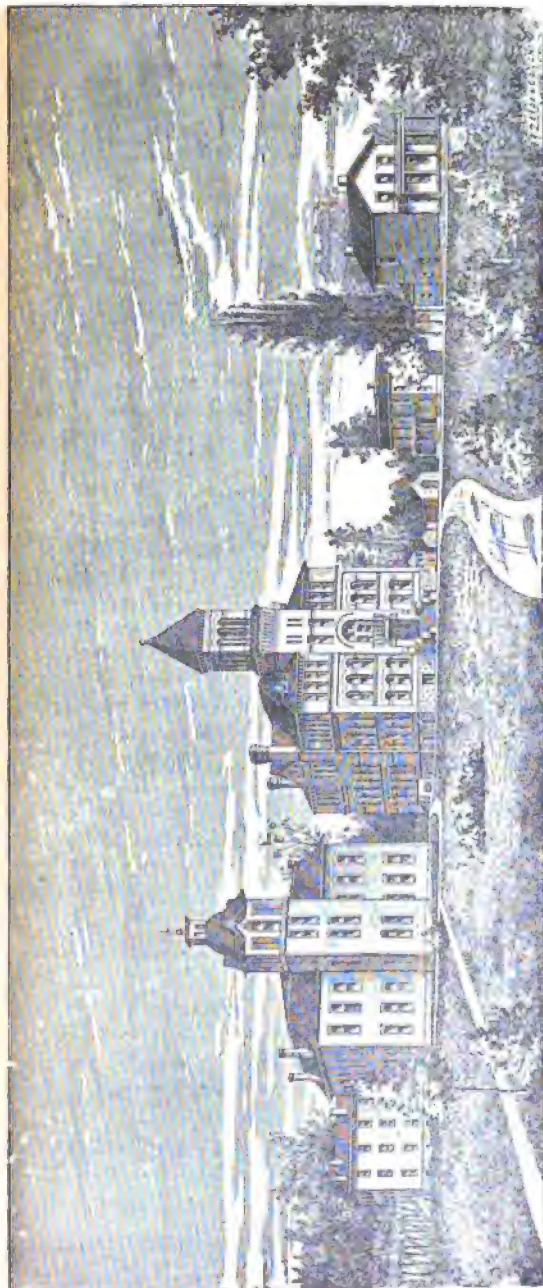
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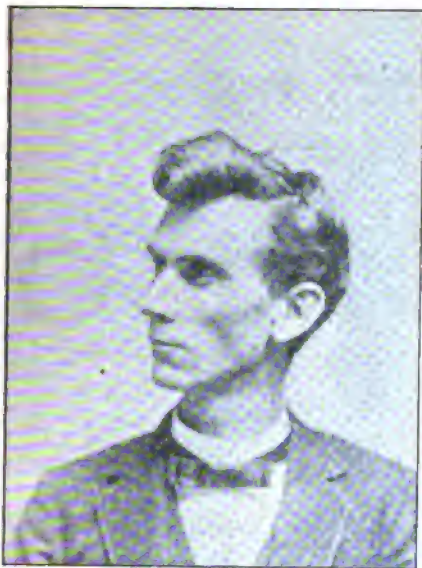
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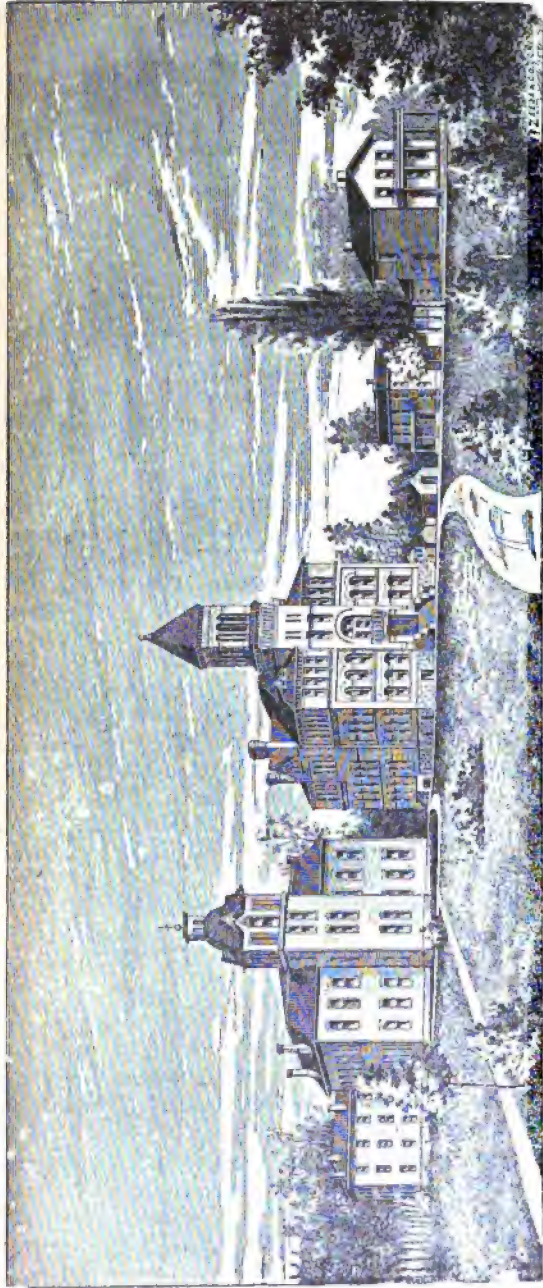
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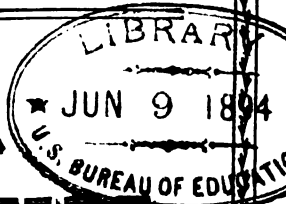
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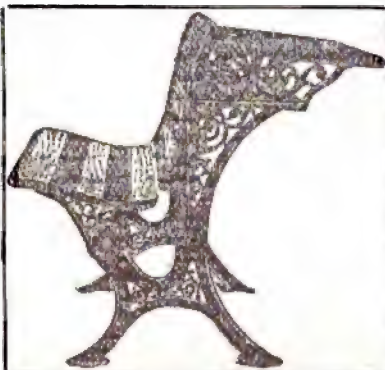
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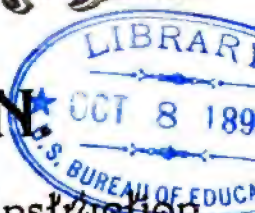


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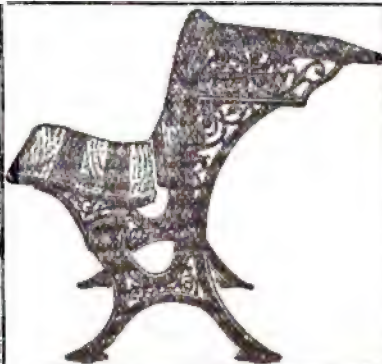
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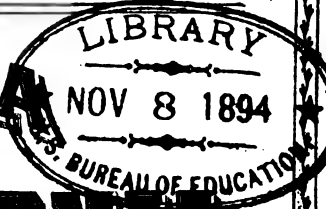
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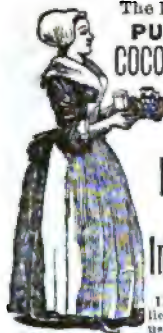
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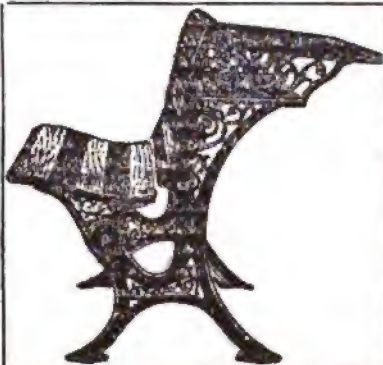
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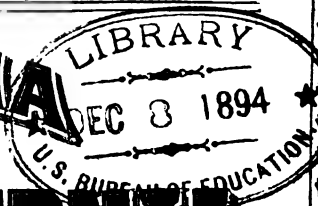
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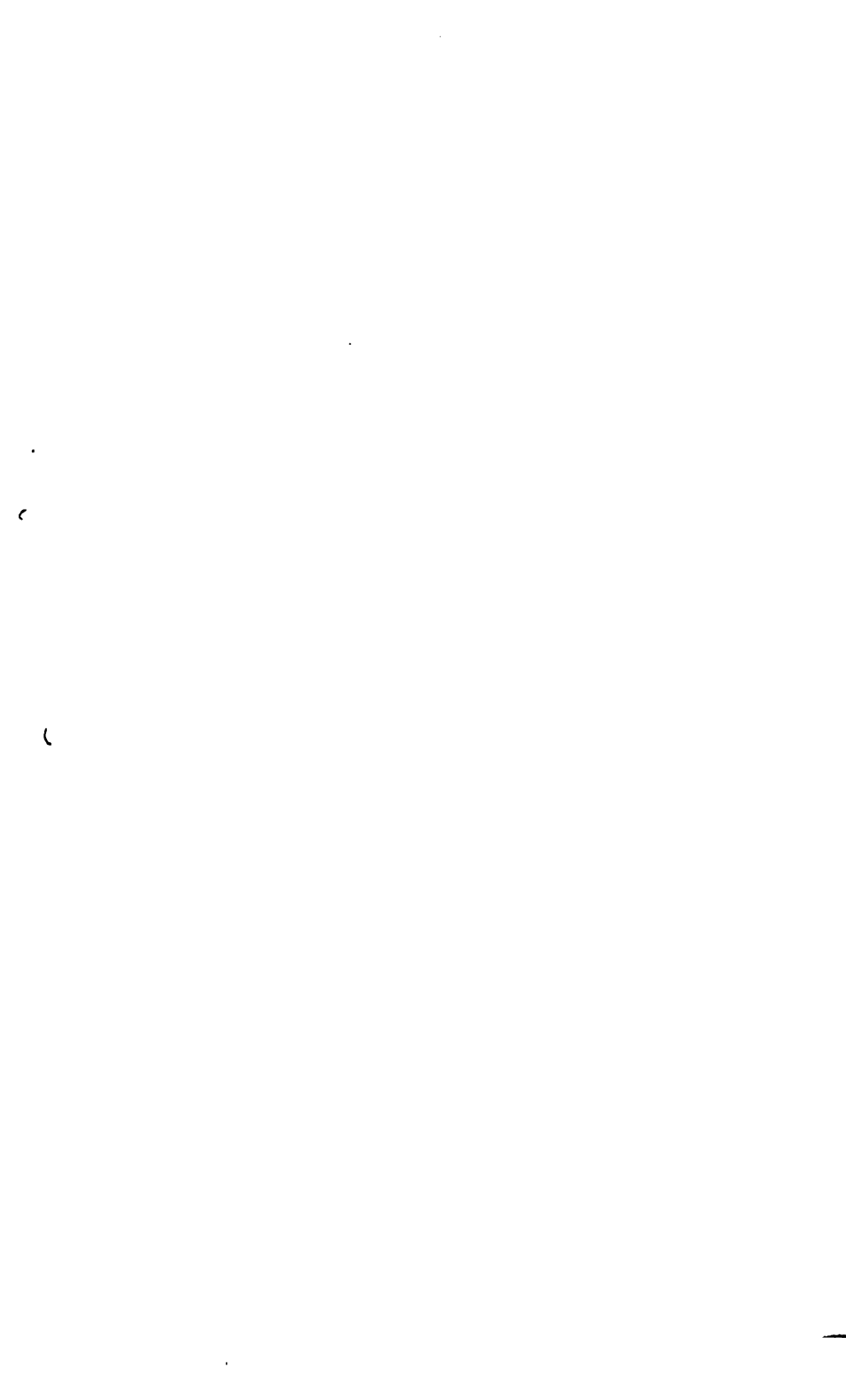
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